The role of communications in a comprehensive school.

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The Role of Communications in

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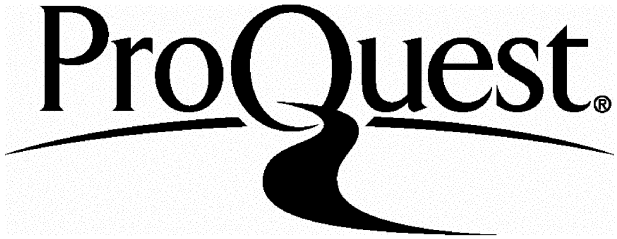

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ABSTRACT

The thesis details the empirical research undertaken to establish factors which influenced the communication of information relevant to a number of decisions made in a large comprehensive school.

The level of decision making considered is that within the semi-autonomous limits of the school. A committee composed of Heads of Department and Senior House Staff is the subject of the research. Consideration is given to the influence on, and influencing nature of the decisions made and the decision makers in the committee. The communications examined range from written material through to the perceptions of the recipients and transmitters of information.

Three methods are employed to derive information; records of meetings, personal interviews and a repertory grid technique. The members of the committee were involved in both the analysis and synthesis of the material gained from the first two research methods. The derivation of material from many sources and the involvement of participants in the synthesis of important aspects of the situation provide contextual validity in the results. The employment of three methods, all aiming to produce authentic qualitative data, provides convergent validity to the material. Consideration is given to the theoretical aspects of qualitative research and case studies in investigations into organisations and their management.

The results indicate a limited consideration of information prior to a decision being made. The major influencing factors are found to be the perception by staff of individuals involved in the decision making process and the presentation of oral information by staff. This is particularly so in the case of the Headmaster whose use of techniques to maintain his position is indicative of a power culture.

CHAPTER ONE

INTRODUCTION

The teaching profession has long regarded itself as the custodian of the key which opens the door to the future success and attainment of pupils. The more educated that sectors of the population have become and the more conscious of their personal rights and responsibilities, the more the mysticism and exclusive nature of the educator has been brought into question. The demands from industry, other educational institutions and parents for a justification of the methods and content of educational programmes have increased as the requirements for the type and level of attainment expected of pupils have changed.

The pressures created by the 'consumer bodies' of education have made themselves felt on schools, colleges and universities from a number of different directions. These have ranged from national and locally elected bodies, along with their permanent officials, through to the small local 'ginger' group concerning itself with minority interests in a school. The following research project arose out of a consciousness of changes being required in education and the need to understand how changes take place in educational institutions. The personal drive to investigate the institution of change came from the author's experience in, and questioning of, his role as Head of Biology in a large comprehensive school.

In the author's experience there have been dramatic changes in the breadth and depth of understanding in the natural and applied sciences.

Information relating to the developments in understanding have been communicated swiftly to the layman via the mass media. The competitive situation between the agencies having vested interests in the media has added to the desire for swift and sometimes sensational reporting of new developments in understanding. Many people concerned with developing teaching strategies have, by adopting a broad definition of education, concerned themselves with making school-leavers aware of technological developments and conscious of the discrimination required in dealing with media reports. Advances in the understanding of scientific principles and their incorporation into examination syllabuses have required teachers to cope with changes in courses being taught to pupils wishing to proceed to vocational and academic courses in further and higher education.

The demand for such specialization provides teachers with the opportunity to employ their particular talents or interests. The latter provides the basis for a large degree of job and self satisfaction. However, the broad application of specialised scientific knowledge, such as in the chemistry of digestion (normally regarded as the province of the Biology Department) and its implications in dietetics (normally the territory of the Home Economics or Domestic Science staff) has led to the requirement for joint approaches in the teaching of various topics common to two or more subject areas. Where new courses of an interdisciplinary nature have been developed, success has depended upon both joint approaches and the acceptance of staff to be educated in 'new' concepts or approaches. Teaching staff have been both supported and influenced in such moves by being informed of such developments by numerous authoritative sources.

Such sources have ranged from the subject-orientated University Department/ Teacher groups and the Schools Council to companies concentrating on the sale of teaching aids and examination boards with integrated subject study groups. Despite the provision of such authoritative information and suitable expertise amongst staff, the milieu of vested interests derived from staff attempting to retain or maintain their standing, 'purity of subject', subject territory and responsibilities led to less than satisfactory developments of new courses. In the light of this experience the author set out to investigate the information and it's sources used by teachers in establishing changes in academic school activities.

The realisation that many of the experienced teachers whose professional lifespan was reaching its end, and in some cases its zenith, in terms of responsibility and influence, had been influenced by a whole range of changes in and around education influenced the author in the historical aspects of the research. In order to place the alterations in an individual school's educational programme in the context of a changing educational picture chapter four of the thesis reviews the changing role of the school and those involved in it. Similarly there have been developments in the research techniques used to establish the structure and functioning of organisations. Chapter two is used to review the research approaches that were considered as providing potential means of eliciting information to show the process by which change is instituted. The information is further extended in chapter three to establish a research methodology appropriate to the research situation and those taking part in the research programme. Although the research was expected to reveal the information which was used to shape various

decisions, the researcher realised there were likely to be other influences which were engrained in the human relationships in the organisation. As an attempt to draw out such influences, which would be communicated in very covert ways and to reduce the selectivity of the reseacher in seeking information to establish his own experiences and prejudices, efforts were made to use research methods which would reflect the 'subject's' views in their own terms.

The establishment of the research 'site' and the negotiation of a research climate is recorded in chapter five. Both successful and unsuccessful negotiations are recorded to demonstrate the difficulties involved in attempting to establish an open research situation and the barriers that outside influences have to overcome before establishing themselves in schools. Following the description of the negotiations it was felt approproate to describe both the school and the environment surrounding it. The latter provides the backcloth against which the results recorded in chapter six can be viewed.

Chapter seven is used to discuss the results and forms the basis on which the conclusions in chapter eight are based. No doubt many different conclusions could be derived from a discussion of the material but the research had as its aim to look at the internal decision making process of a school and from that deduce what influences and information had major effects on such processes. The conclusions related to the research method should be viewed as tentative. Tentative because they need to be examined and used by teachers researching their own situation to establish the method's validity. However, from the research reported in the thesis it must be pointed out that caution and mutual confidence should be the watchwords in dealing with such intimate research techniques.

CHAPTER TWO

ORGANISATIONAL RESEARCH LITERATURE

The functioning of a school relies upon the interrelationships between the elements or parts of the school which make up its whole. The fact that those parts are human groupings and that they are working together to reach some goal or specific aims and objectives ensures that the school falls into Etzioni's definition of an organisation (1964).

The numerous ways of defining organisations can be related to the various schools of thought and approaches to organisational research. Within this chapter the various typologies of organisations will be examined in order to justify their use or abandonment in this research project.

Classical Theory

The early schools of thought in management theory have been gathered together under the heading of Classical Theory. Amongst the theorists and theories gathered under this title are Taylor and his association with 'scientific management' and Fayol and his concern with administrative management theory. The basis of the Classical School is that of 'economic man' working for money to meet the basic needs and the desire for profit. The Classical School also lays emphasis on 'concepts such as authority, a clear cut hierarchy with centralised control, a definite division of functions and responsibilities and orderly channels of communication.' (Owens, 1970). From the classical line of thought has come such organisational concepts as:- Line and Staff, Unity of Command, Span of Control and Delegation of Responsibility which have been found particularly useful in the areas of industry and public administration where Fayol gained his experience.

The efficiency of organisations, in the classical view, relies on the initial precise definition of objectives and then the allocation of resources to achieve the objectives. The consideration of the employee as a utilitarian item, seeking rewards in the limited way envisaged in the 'economic man' theory, is very simplistic. Within educational organisations, however, emphasis has been given to the individual teacher's requirements and talents. There has also been freedom allocated to individual teachers to interpret and execute teaching method and resource allocation within the realms of courses and classes administered by them. Such autonomous actions in both thought and deed run alien to the basic concepts of the Classical School of organisational theory. In addition to this the major descriptive device used in studying organisations (and derived from the Classical School) is the organisational chart. This, too, has failed to fulfill the requirements of research workers in large organisations. The chart becomes difficult to design and interpret even when only a single dimension of an organisation is being represented. The inadequacies of such charts has been demonstrated by the Open University (1976) in diagrams relating to both Griffith University, Brisbane and the Open University itself.

The 'Bureaucratic' Theory

The administration of industry by 'the whims of authoritarian industrialists' and organisations by 'entrenched political systems', (Open University 1976), led Weber to develop the Bureaucratic Models of organisational management. Hall, (1962) noted that there had been many characteristics of bureaucracy listed by numerous authors but that there seemed to be general agreement that a hierarchical authority structure and a division of labour or tasks (official duties) were seen as the two most common characteristics. The concept of bureaucracy also includes:-

a) Rules and regulations governing official decisions, actions and behaviour of organisation members.
b) An impersonality in contact with other officials and clients.
c) A career for the officials employed by the organisation who attain their positions due to technical competence and loyalty.
d) Lines of communication which by an emphasis on written communications maintain the impersonality and the administrative network to deal with them.

The above characteristics may be seen to a greater or lesser extent in organisations. This has given rise to the classification of organisations on a continuum based on the degree to which the organisational characteristics comply with the ideal bureaucratic model. Burns and Stalker (1966) produced such a model which has a continuum from very mechanistic organisational structures,with a high degree of compliance to the bureaucratic concept, through to the organismic structures with a low degree of compliance. Although the bureaucratic model has universal acceptance, to such a degree that the word 'bureaucracy' is regarded by many as synonymous with organisation, as far as the study of school organisations is concerned it has two major flaws:-

1) The model's emphasis on impersonal contact is alien to present educational administrative thought and practice.
2) The teaching staff in educational institutions regard themselves as professionals and there is unlikely to be the subservience of the staff to the organisation required by the model.

In establishing a view of bureaucratic control, Weber (1947) considered three types of authority. These were legal, traditional and charismatic.

Getzels (1952) used Weber's classification in relation to schools in the authority dimension of his research. He concluded that a rational bureaucratic pattern based on professional expertise was the functional typology for educational administration. He also states that 'in so far as the educational administrator attempts to establish dominance by appealing to the traditional, charismatic and non-legitimate forms of authority he is bound to fail'. Hoyle (1965) takes up this proposition and says that it may be used in British schools. He adds, 'It might be held, for example, that the headmaster role has been characterised by charismatic and traditional elements, but that with the growth in size and complexity of the secondary schools, there may be perceived or unperceived pressures towards bureaucratization of this role'.

Arising from research work based on bureaucratic models have come various typologies of organisations. Two of direct interest to educational research are:-

1) The Campbell and Lipham (1960) model in which organisations are placed on six continua :- complexity of function; intimacy of relationship; difficulty of appraisal; staff professionalization; public visibility and cruciality for society.
2) The Blau and Scott (1963) typology based upon the criteria of 'cui bone' giving three types of organisation : - mutual benefit associations; business concerns; service organisations. Each of the Blau and Scott types has its own unique and crucial problem. Schools are classified as service organisations, with the problem of trying to establish a balance between staff professional expertise and client wishes.

Coupled with such major pieces of work have been lines of research which have concentrated on variables in the bureaucratic model. The results have given rise to theories of organisations relating to communication processes (Barnard, 1938; Stinchcombe, 1974.); decision making structures (Simon, 1957); and 'compliance' with the power processes (Etzioni, 1961).

The proliferation of alternative theories of organisations has revealed the limitations of the bureaucratic model. In the context of the school, with its unique attributes, various writers (Etzioni, 1961; Anderson, 1967; and Punch, 1969) have commented on the limited utility of the Weberian concept. Although the relevance of the concept of bureaucracy to the school has been seriously questioned, investigations into the 'bureaucratisation' of schools have taken place. In direct answer to Hoyle's call in 1965, Cohen (1970) considered the role conceptions of the headteachers in relation to the size of the school they administered and related them to the degrees of bureaucratization.

The need to concentrate on one individual in the organisation pinpoints one of the failings of both the bureaucratic and classical models to cater for the more recent approaches of management analysts. Bennis (1971) sees the concept of bureaucracy failing because of:-

a) a new concept of man, based on the increased knowledge of his complex and shifting needs, which replaces an oversimplified,innocent, push-button idea of man.
b) a new concept of power, based on collaboration and reason which replaces a model of power based on coercion and threat.

c) a new concept of organisational values, based on humanistic-democratic ideals, which replaces the depersonalised, mechanistic value system of bureaucracy.

The orientation of organisational theorists to the consideration of the new concepts listed by Bennis led to the development of two distinct new approaches.

Systems Theory

The approach of systems theory has'at its core the idea that systems exist within an environment to which they are inextricably bound'. (Open University, 1976). Such an open systems approach is able to show the school in relation to other systems in the community. 'The idea of the community school is sustained by an open-systems view of the place of the school in society ... the school is seen as part of a local social system and derives its purposes and ethos from an understanding of that situation .... other systems have influence .... the examination system, opportunities for employment, or the social and academic aspirations of the parents, but at the centre of the idea of the community school is the understanding that no social institution can work satifactorily if it is cut off from the social and economic environment from which it arises and in which it functions.' (Open University, 1976).

Emery and Trist (1973) described the idea of an environment and the component systems in a more universal way. They viewed the environment as being 'turbulent fields' ... 'in which there are dynamic processes arising from the field itself which create significant variances in the component systems'. Such an approach is sympathetic to the recent questioning of the autonomy of the school and of the influences which are

changing the functioning of the school. Emery and Trist's concept of the dynamic processes surrounding component systems and creating an atmosphere which induces change is close to an analogy of a weather systems map. To create the turbulent fields in the environment, localised pressure areas contrasting with each other are the basis for movement. The resolution of the interplay of the pressure areas is seen as producing changes in component systems to produce harmony between the component system and the environment. From this it follows that there can be no one correct universal model of an organisation. Lawrence and Lorsch (1967) have proposed a contingency model to show how organisations alter their structure with circumstances and that within one organisation different sub-units which deal with different problems may vary in structure, style and time-perspective. The theory also implies that any analysis of an organisation is incomplete without a 'situational' context (Clarke and Krone, 1972). The systems approach looks at the dynamic situation between component parts of an organisation and the dynamics between them. This viewpoint tends to subsume the part played by the individual in the processes of the organisation.

An explicit requirement in the systems approach is that the description of the organisation is in the form of clearly defined component parts which can be shown to interact with each other. In a similar way to the Classical School the systems description shows a social structure which reflects a pattern of social behaviour defined in terms of social roles and positions. Such a reflection in a dynamic situation can only be seen as a frozen picture at a particular time and from a particular viewpoint. The latter viewpoint is one derived from the initial administrative ideas of the way in which the organisation should function.

Hutton (1971) established that the structural representations in schools were discrepant to the actual structures. He emphasised that "as organisations change so the structure changes, but structural representations might persist". The persistent structures he found were those from when the school he was looking at was smaller and in its 'heroic phase when the feeling associated with it matched some of the concerns and bothers expressed by the people of the district'.

The lack of willingness to alter structures in line with changed circumstances and their persistence inhibiting the explanation of a dynamic and changed situation, together with the lack of consideration of the individuals effect on the organisation, emphasise the limi tions in the application of systems theory to organisations.

The Human Relations School

To counteract the lack of attention paid to the individual in the research approaches adopted by the systems, bureaucratic and classical approaches, the human relations school used the behavioural observations made on both individuals and groups to develop ideas on organisational structure, management and functioning. Two themes of contrasting emphasis emerge:-

a) that in which organisational structures are seen to be influential on the individual within the organisation,

and

b) where individuals are seen as being the determining influence in their behaviour rather than the organisational structure predominating.

Both approaches have had as their aims improvements in management understanding and techniques which would lead to more efficient organisational practices. Argyris (1964) pinpoints the dimension of mutual dependence between the organisation and the individual where perception of:-

a) greater control by the individual over the work to be done

and

b) a closer identity between personal and organisational objectives,

lead to a healthier working environment.

Other writers, such as Porter and Lawler (1965), have concentrated their efforts on relating organisational structures to job satisfaction and individual behaviour. Porter and Lawler (1964), in particular looked closely at managers' responses and satisfaction to working in hierarchical structures as compared to working in flat organisational structures composed of interlocking functional groups.

The contrasting views have been personified by Rice and Mitchell (1973) in their work on the interaction of individuals within organisations and by O'Reilly III and Roberts (1975) who concentrated on the personality of individuals and how they determined roles and behaviour within organisations.

The move to concentrate more closely on individuals and their creation of a working environment is more compatible with school organisational images. These images portray professional individuals, with distinct responsibilities and subject work areas, gathering together to create a structured environment with the primary objective of educating young people.

The concept of the work environment being created from the experiences, perceptions and ideologies of the individual participants is the background to the Phenomenological Perspectives of organisational theory. The Perspective is derived from the belief that the perceptions and experiences of individuals are paramount in describing the working environment. Each organisation is considered as an individual entity and to create any generalised model or outsider's objective view of a working environment is really creating an unreal thing as far as the participants in the organisation are concerned.

The evolution of sociological research into organisations has been brought together by Burrell and Morgan (1979) in "an attempt to relate theories of organisations to their wider sociological context". In analysing the nature of social science they look at the subjective/objective dimension that has developed.

Subjectivist approach		Objectivist approach
Nominalism	Ontology	Realism
Antipositivism	Epistemology	Positivism
Voluntarism	Human Nature	Determinism
Ideographic	Methodology	Nomothetic

A scheme for analysing assumptions about the nature of social science (Burrell and Morgan, 1979)

The course traced in the previous part of this text follows Burrell and Morgan's development from sociological positivism to the interpretive base

of sociology, derived from 'German idealism'. The functionalist and interpretive sociology are two of the paradigms noted by Burrell and Morgan as part of a four paradigm picture of sociology and organisational analysis. Following the line of development from functionalist to interpretive sociology leads one into the school of organisational analysis based on the phenomenological perspective and an interactionist approach. Such approaches have been criticised for failing to clarify which of the four element of the subjective/objective dimension they are concentrating on and thus what the research is aiming to demonstrate. In the scheme of analysis proposed by Burrell and Morgan the aims of this piece of research work are to attempt to establish the feasibility of a research methodology, compatible to the research situation and subjects, which would allow the study of human activity surrounding decision-making in schools. The two elements concentrated on are the human nature element and the methodological element.

The approach, because of the limitations inherent in the more fundamentalist approaches listed earlier, is more sympathetic to the interpretative sociological approach. Such an approach still maintains the tendency towards order in social administration and the character of organisations. Schools with their traditions and conservative nature would seem to be ideal subjects for an interpretative sociological study.

The negotiations of such stability and order may conceal the conflict and determination of social reality by the autonomous action of members of the organisation. Emphasis on the human creation of reality is the basis for both radical humanism and radical structuralism (the other two

paradigms in the analysis by Burrell and Morgan). Writers such as Marx, Hegel, Gramasci and Habermas on the radical humanist front and Althusser, Colletti and Allen on the radical structuralist front have all postulated radical organisational theories. All such theories involve the super-structural and environmental aspects in the social setting of the organisation. The methodology to ascertain the influence, change or effect of these items on organisations is unclear. However, all rely on a broad comprehension of social influence, an acceptance of conflict and struggle as inevitable and an observer interpretation on events. There is no doubt that some information could be derived from organisational personnel in such studies, but, within a relatively stable and conservative organisation such as a school, such a radical philosophical approach was seen as unlikely to succeed in gaining staff co-operation.

Even the less radical approach of a phenomenological basis is not without its critics and words of caution from sociologists. One such is Olive Banks (1974) who points out in her comments on the "new" approach to the sociology of education that, "while (the activist) approach has its healthy side, in that it sensitises them to the problems inherent in a mechanistic, fundamentalist approach, it can easily become a weakness if it leads them to ignore the extent to which man is a determined as well as a determining being." The idea of the individual attempting to determine the future, against or along with influences which are outside the individual and his/her control, bring to light the issue of the resolution of the social forces at work within organisations.

Power

The radical approaches to organisational analysis, based on a Marxist philosophy, see power and its control as inherent in organisations. The view that power is the property of relationships, with the recipient being obliged to do something against her/his will, is derived from Weber's work (1968). This view contrasts with workers such as Dahrendorf (1959) who see power as "the property of individuals rather than the property of social structures".

Dahrendorf's viewpoint is unhelpful as it focuses attention on a possessiveness of power which does not allow for the fact that in the absence of a recipient there may be no power.

In the context of organisations it is more helpful to see power as a dynamic part of a relationship. This dynamic aspect links individuals or groups within a particular context. Gamson (1971) looks at an individual's power in terms of "the power A has over a specified domain of B's decisions". James (1976) expresses this more clearly when he states that "it is more useful to see power in terms of a triadic relationship; that A has power over B with respect to C". Both viewpoints put power in a specific context, with the type of power executed being appropriate to the situation. The appropriateness of power to situations begs the question about the types of power being exercised. Considering the relationship between A and B, then B may move either with his/her will or against it. If the movement is in line with B's will, then a reinforcement and a speeding up of action will be seen. Power can be said

to have been exercised in support of B, just as power is seen to be exercised when B alters his/her action due to power exerted by A. The terms by which power is described is dependent on the social circumstances and the context in which the power appears. Where there is an institutionalised power it is termed authority and is normally written into the rules governing the functioning of the organisation. In schools the Articles of Government prescribe the functions of the school and rest authority for decisions in the hands of the head-teacher. The institutionalised power is thus open to use by the head-teacher, who may exercise it in a coercive way or in a persuasive way, in order to reduce any alienation that may occur with members of staff resentful of such authority. The more gentle form of exercising power, known as persuasion, is often termed influence. To effect either coercion or persuasion so that the protagonist uses his/her power successfully, then he/she may use positive or negative rewards to draw the subject in a particular direction. These positive rewards may be in material form, such as increased wages, or in a less tangible form, such as praise or a rise in prestige in the social context surrounding the situation. Both types of positive reward can be distributed by the 'powerful' person and, in order to be fully effective as promised incentives, they have to be seen to be under that person's control. The confirmation of the "correct" direction in the movement B undertakes may also be obtained by A being regarded as an expert in a particular field or having the authority and reputation to legitimize courses of action (Lionberger, 1965). By giving advice and information to B and A's status being accepted by B, action may occur along the line A desires,thus showing an enactment of power.

The four items of praise, prestige, expert advice and legitimisation are tactical items used in the more subtle forms of exercising power as opposed to the employment of coercion. The more subtle uses of power rely on B's respect of and involvement in the organisation.

Etzioni (1961) summarizes the viewpoints on power and personnel involvement by linking the coercive, remunerative and normative kinds of power with alienative, calculative and moral modes of personnel involvement respectively with the organisation.

The exercise of the power that A has over B (referred to above) presupposes that B is enclosed in the situation with A and that B has no alternative arena in which to act. B could, on the other hand, move away from A to carry out his/her action elsewhere. The understanding of each other's situation and the exchange of such respect between the actors led Blau (1967) to look at power as an exchange relationship. Where decision making studies are restricted, as is this one, to the arena of a school and its internal management, Blau's work does little to extend the concepts of power proposed earlier. However, it does bring attention to bear on the idea that tactical actions (exchange and respect for alternative action) accentuate and overtly indicate the employment of power.

The tactics involved in the exercise of power in decision making is noted in Lukes' (1974) work. Lukes considers a "three dimensional power" typology. His work extends the situations in which power exists to the

point where only one of the actors in the situation is aware of the the line of action desired. The three situations where power is exercised are noted as

a) those where there is a conflict of interest

b) those where a selectivity has been imposed, thus restricting the grievances and decisions to be made (after work by Bachrach and Baratz)

and

c) where B is unaware that A wishes him/her to act in a particular way in respect of C.

Although Lukes' viewpoint gives a very comprehensive view of authority and power, the research methodology to uncover the covert activity in c) within a phenomenological perspective is difficult. As the recipient is unaware of the situation he cannot articulate the points of influence and the observations must therefore be made by either an observer or A admitting his/her tactical approach. In both cases observer interpretation of information as to either its correctness or authenticity would prejudice the validity of the observations as true representations of the validity of the reality experienced by the actors. The points made by Lukesin a) and b) seem more manageable by those involved in the situation and are more appropriate to an interactionist approach.

Communications

The exercise of power and the dynamics of an organisation in both its maintenance and functioning rely on the communication of information. Analysis of communications has followed a similar evolutionary path to that of organisational theory.

Following a structural line, studies have been carried out to relate the types of communication channels and their use to the organisational structure in which the communication occurs. These studies have tended to emphasise the informal and formal channels of communication. Roethlisberger and Dickson (1959), Selznick (1949), Blau (1955) and Blau and Scott (1962) all follow the same line of assessing the effectiveness of informal communications in the maintenance of working morale and staff performances. Formal or scheduled communications research has tended to ascertain if the channels have been effective in providing information for decision making and the degree of influence the communications had in ensuring the involvement of employees (Zajanc and Wolfe, 1968, and March and Simon, 1958).

From a more humanistic standpoint, yet still within the structural viewpoint of organisations, researchers have studied the individuals who communicate with each other, the degree to which they communicate and the satisfaction gained from such communication. It is in this area that March and Simon (1958) found that the informal friendships influenced the degree of communication. Berkowitz and Bennis (1961) showed, that although friendship was influential in communication there was greater satisfaction in groups of workers who developed communications with their rank equivalents. Such human influence on communication was further expanded by the work of Zaenglein and Smith (1972) who revealed 'communicators' and non communicators' amongst hospital staff. They also introduced the idea that staff perceptions in relation to the organisational structures differ as widely as their communication

patterns - although there was no substantial relationship found between the two aspects of the organisation. The study of communication between personnel also led to the introduction of qualitative and directional analysis to show who communicated with whom and how often. Such analyses were used by Schwartz and Jacobson (1977) in their study of "Organisational Communication Network Role". The study confirms that there are people who communicate more than others, but does not explain the character and influence of such personnel or why people turn to them.

Research into the direction of communication process has been supplemented by the analysis of the content of communication. Aranguren (1967) distinguishes between primary communication, the initial message, and secondary communication, the confirmation of its receipt. He also distinguishes between types of communication which are "instrumental", "expressive" or "consummatory". The classification is dependent upon the function the communication serves and has to be borne in mind by the sender of the message so that the content produces the correct reaction in the recipient. Further analysis by King and Cleland (1975) has produced an analysis of communication which relies on eight items:-

1. Identification of the user set
2. Identification of the decision area
3. Definition of the decision area
4. Development of the description model of the system
5. Development of the normative model of the system
6. Development of the consensus model of the system
7. The decision model - identification and specification
8. The specification of information requirements.

As King and Cleland emphasise, the orientation in the examination of communication content is towards decision making: Eden and Harris (1975) have taken this line of research to the point of developing models of decision-making in organisations, with particular reference to local government organisations. But Eden and Harris also bring into play the human perception aspect of communication. This human perception aspect relates to the humanistic schools of thought and Hall (1974) adopts a bias to this approach in his research into interpersonal style in communications by management personnel. Hall's work demonstrates the transactional process in communication. This exchange process, relying as it does on the experience of the participants and their perceptions of both message and the parties related to it, removes the communication process from the realms of a reaction to the environment. The full understanding of the communications in an organisation thus goes beyond the quantitative and observer imposed qualitative analysis of the situation to a personal experience which can only be defined by the participants. This latter viewpoint coincides with the inter-actionist approach to research.

Research into School Administration

As a consequence of changes in the environment surrounding the individual schools they too have changed their structure and administration. The responsibility for such changes in the past has been seen as that of the individual head teacher who has not only been regarded as the figurehead of the school but also its legal guardian. An accurate description of his

or her full power is housed in the articles of government of the school. As pointed out by Watson (1969), the position of the head teacher, heads of departments and assistant masters forms a hierarchical order complying with Weber's legitimacy of authority. In this respect, the extent to which the head teacher uses the power derived from his position influences the positioning of the management style on a continuum from authoritarian to liberal.

Not only has the head teacher had to keep pace with changes in managerial practice and adapt to the pressures of the changing environment, he has also had to cope with the institution of changes in educational practice, as pointed out by Hoyle (1975):-

Dimension	From	To
Curriculum content	Monodisciplinary	Interdisciplinary
Pedagogy	Didactic teaching	Discovery learning
Organisation of teaching/ learning	Rigid timetabling	Flexible time-tabling
Pupil grouping	Homogenous	Heterogeneous
Assessment	Single Mode	Multiple modes
Basis of pupil control	Positional	Personal
Teacher roles	Independent	Interdependent
Architecture	Closed	Open plan
School-community links	Weak	Strong

As the majority of people rising to the positions of headmaster/mistress are teachers, in the first instance, and most of them are involved to a greater or lesser extent in classroom teaching, the above changes are of direct relevance to them as professionals.

The pressure for change and the primary position of the head teacher has led to organisational work in schools tending to concentrate upon the head teacher's leadership behaviour (Hemphill and Coon , 1950; and Halpin, 1956). Halpin and Croft (1963) pursued this line further to show the relationship between the organisational climates in schools and their performance and such works as Dior (1972) have pursued the line of linking management systems in education to staff relationships. As with the organisational research previously referred to, the aim has been to analyse and clarify the effects of management actions in schools and hence provide a better prospect of schools finding ways of achieving their educational goals more efficiently and effectively. Unfortunately these pieces of research, as with those detailing the problems facing head teachers (Open University, 1976) and how head teachers spend their time (Hughes, 1970) have relied on outsiders' 'views' and 'research' into the situations. Work by Cohen (1970) has attempted to move away from the outsider approach by using head teachers' opinions of their own roles, but still within the framework and methodology drawn from a research worker. Writings by Peters (1973) and Perry (1974), although not regarded as research papers, have brought out, in more personal ways, the experiences of head teachers. Such anecdotal versions of management problems are moving more towards the intimate research required to reveal the perceptions and experiences required by the Phenomenological

Perspective 'school' to describe the 'real' working of the school organisation. However, these reflections have been one-sided and have only recently been counter-balanced by such work as Tylers in 1973, which examined teachers' perception of the organisational environment created by head teachers and their teams.

The post of head teacher has been shown to have invested in it a potential to influence and legitimize any type of innovation or organisational change in the school (Easthope, 1975). The image the head teacher projects has been seen to directly influence the response of the staff to information or instructions stemming from what has been regarded as the 'link pin' through the boundary between the school and the environment (Hoy, Tartar and Forsyth, 1978). Due to there being so many schools, each semi-autonomous and yet not in competition with each other, the need for change and the innovation of management techniques has been slow. The management techniques adopted have been those derived and adapted from industrial fields. Such an example is seen in Hardy and Hussein's publication in 1969 of a text adapting networks analysis for educational management purposes.

The adoption of any or all the above changes in techniques has relied on the experience of the head teacher and his/her perception of the school's function. The head teacher's years of experience may well span the proposal of all the changes detailed earlier in the role of secondary education and organisational theory. Such a breadth of experience and capacity for personal interpretation leads one to believe that the advocation of the 'contingency model' of management, by Tyler (1973), in researching educational organisations (particularly schools) is too restrictive an approach. Probably the only analysis which would do justice to the internal organisation of schools would be

those based on the feelings and description derived from the members of the organisation themselves, with each school being viewed as unique in its organisational structure and functioning.

'As far as teachers are concerned, those in large schools see the head as remote, whether he is by personality or not (and what they feel him to be has been shown to be more important for their reactions than what he really is), and more organisational climate is 'closed' rather than 'open'. Teachers in the open climate schools experience greater satisfaction and also greater confidence in the head's effectiveness and in that of the school. Teachers in the large schools experience more communication problems and more misunderstandings, know their pupils less well, take less part in decision making and have to work harder. The adverse effects of large size on teacher morale are greater in poor socio-economic areas.' (Halsall, 1973).

In such a sweeping statement on teacher involvement in the school, Halsall betrays a bias towards the smaller school rather than a truly objective view of teacher activity. It is only on turning to broader perspectives, such as those in the work of Benn and Simon (1972), that the 'lack of standard practice', and the variation of dealing with the matter of staff organisation in comprehensive schools is revealed. In the latter study the differences between individual schools are shown to be greater than those shown in such a broad classification as large and small schools. Appraisals of comprehensive schools have been carried out which have incorporated assessments of the roles and views of teachers (Ross, 1973). Teachers have been researched in their training roles, written about concerning their characteristics, training and

behaviour in the classroom. Hilsum and Cane (1971) state 'Recent enquiries have tended to highlight the individual teacher as the chief factor determining the progress of pupils: the methods used, the class organisation, the school policy - these take second place to the influence on the teacher-learning situation of the attitudes and approaches of the teacher himself. Our evidence seems to support this view. While the effects of teaching experience, school size, class size, administrative area and so on seemed to operate here and there, the overall impression was that the pattern of the teaching day's activities was determined by the teacher as an individual rather than by any other factor'. The difficulties involved in assessing the effect of such individualism and the secondary place given to the school administration no doubt accounts for the limited amount of research carried out into teachers in middle management positions and their decision making. The more involved teachers become in the decision making related to a school's functioning and its probable policy, the more important an assessment of this individualist's role in corporate decision making becomes.

The parallel evolution of the role of the school, organisational research approaches, institutional activities and specific research into school administration led the researcher to the belief that the time was appropriate to look at means of 'self researching' the administrative atmosphere in which decisions were made. The 'self-researching' process, facilitated by a person both involved in the school and educational management studies, was seen as providing a result which would satisfy those looking for increased efficiency and be compatible with recent research approaches requiring perceptions and experience in the specific environment to provide a 'real' reflection of circumstances.

CHAPTER THREE

METHODOLOGY

The complex interplay of influences in the environment surrounding educational institutions, the developing social role of the school, the evolution of management styles to cope with highly educated staff seeking responsibility and participation in the development of the 'educational service' will be discussed in the next chapter. Such developments were taking place in the same atmosphere as the broadening of approaches to organisational research which were mentioned in the last chapter. The development and acceptance of the subjectivist's approach to organisational analysis led to the search for compatible forms of methodology. This 'ideographic' approach showed itself in the exploration and incorporation of more intimate research techniques which produced qualitative results, rich in both the perceptions personnel had of the organisations for which they were working and reflecting a 'reality' of the social situation they experienced. It was the acceptance of the concepts behind such techniques that influenced the approach adopted in this research project.

The title 'The Role of Communications in a Comprehensive School' was selected to give a broad sphere of reference and was developed with the traditional and objectivist/positivist view of organisational research in mind. Communications were seen to be restricted by definition to those which were overt, observable and of a tangible nature and which were produced in durable forms that could be transported away from the site of observation and analysed at leisure. With this approach it was felt

that communications could be seen as dependent variables whose change in character and function was capable of analysis in relation to the varying management styles in schools. The management styles were seen as falling on a continuum, such as the mechanistic-organismic one derived from Weber's 'Bureaucratic Model'.

Research of such a nature, requiring the development of generally applicable concepts, would have required a methodology which resulted in comparative results between schools being produced. The basis of such a comparison would have been some categorisation of management styles as referred to above. Such definitions and ranking of styles would have had to have been developed by the researcher perceiving similar and different elements in management patterns. As was discussed earlier, researchers have experienced difficulties in the production of satisfactory models of schools and their decision making activities. The more traditional structuralist approaches have also been seen as incompatible with recent views on the emphasis that should be placed on individual employee's perception of management styles and the employee's subsequent behaviour. Doubts created by the above criticisms led to the search for a more acceptable approach.

The definition of communication and the range of types or methods of communication also proved restricting and unsatisfactory. As Thayer (1968) pointed out it is "communication.... and the pattern of intercommunication .... that defines and determines the structure and functioning of any organisation". An approach such as this is compatible with the research line adopted by Penley (1976). Penley based a typology of organisation on the differing types of communications used and the extent of their use. Both Penley and Thayer provide material which

underlines the importance and fundamental nature of the exchange of information between people in organisational structures and climates. However, the transmission, perception, reception and interpretation of messages, whether they are of a verbal, written or non-verbal nature, is regarded as "full communication". Accepted in such broad and general terms, full communications will influence the attitudes and inter-relationships between staff. Thus the early attempt to adopt a narrow definition of communication was considered as inappropriate.

Considerable interactionist research time has been spent on looking at the perception of those in the organisation to change (Mangham 1975), crisis (Fink, Beak and Taddeo 1971), change agents and interventionists (Argyris 1973) and group decision making (Pettigrew 1973). The organisation as a system of social interaction is a "system in dynamic movement in space and time" (Turner 1975). The dynamic movement is shown in change which Mangham regards as "endemic to and ongoing in all organisations" and indicative of a "continual organisational maintenance, rebuilding and expansion". Such changes involve decisions and decision making. Wildavsky (1964) sees that it is within these "decision making processes that power strategies are employed by the various interested parties through their demands. Strategies are the links between the intentions and perceptions of officials and the political system that imposes restraints and created opportunities for them". Within a school such restraints are self-imposed as well as being imposed from outside the organisation. The self-imposed restraints are the sum total of the individuals reacting together to maintain a "knowable situation" (Mangham 1975). The analysis of the participants' perceptions of such a

situation, together with their reactions to preserve the situation within known limits, is essential to the understanding of the mechanisms of redress applied after major changes have taken place. The search for regularities forms the basis of such research as that of Turner (1975) and Pettigrew (1976) and which they consider a priority before there is a full understanding of change and decision making. It is in the analysis of perceptions, desires and goals of individual participants that the regularity in the functioning picture of the organisation can be seen. The "full communications" between such participants reveals the dynamic character of the organisation and is evidence of the projection, sustenance and destruction of the perceptions of the participants.

The analysis of a restricted range of communications and the categorisation of management styles relying on the perceptions of a researcher 'external' to the organisations under review, as the research initially conceived, could only generate quantitative, objective results. Such results would be regarded as unsatisfactory by workers such as Mangham in that they would be unlikely to reflect the inherent, endemic qualitative factors contributed and perceived by the individual participants in the organisation. It was in the light of this failing that the search for a research methodology was instituted to

a) satisfy the aims and objectives of the research.

b) overcome the initial errors in the conception of the research approach and

c) be compatible with the type of organisation involved in the research process.

The aims of the research were:-

a) to ascertain the sources and communication of information which influenced the decision making process in the internal administration of a comprehensive school.

and

b) to test the feasibility of a research method by which staff could research their own situation to greater effect.

The organisational aspects to be considered were:-

a) the staffing being of individual professional people.

b) the semi-autonomous nature of both individual teachers and the institution.

c) the pressure imposed on the institution to change due to the alterations in the climate and environment in which it works.

The basis for the research approach was found in the writings of philosophers such as G.H.Mead who was working at the beginning of the century to establish a 'new' approach within the social sciences. Mead (1927) in discussing 'The Objective Reality of Perspectives' took Professor Whitehead's approach to relativity and used it as a basis to recommend the line social scientists should pursue in their research. Whitehead interpreted relativity in terms of events in a four dimensional world. "The order in which they (the events) pass, however, is relative to a consentient set. The consentient set is determined by it's relation to a percipient event or organism. The percipient event establishes a lasting character of the here and there, or now and then, and itself an enduring pattern. The pattern repeats itself in the passage

of events". As these events are compounded into a consentient set so the enduring "relations of the here and there, now and then through such periods or essential epochs" constitute "slabs of nature" differentiated "in time and space". Although Whitehead postulated this view in relation to nature, Mead brings it into the field of the behavioural sciences. He argues that happenings, environmental conditions, values, uniformities and laws enter the experience of individuals and their importance is related to the individual's experiences. Mead also considers the individual not only acting in the perspective of him/herself but also in the perspective of others. Mead takes his hypothesis a stage further and states that "It is the relation of the individual perspective to the common perspective that is of prime importance". In order to establish the relationships between individual perspectives of the individual and the common perspective an exchange of information must take place which is mutually understood by both sender and receiver.

The above basis for the interactionist's theories rejects "the sterile dichotomy of the isolated individual vs. disembodied groups" (Gross, Mason and McEachern, 1958) and the humanistic approach in which the individual, acting in an autonomous way, is taken to be self-made and on whom the society has no determining influence. With the mutual understanding and exchange approach man becomes a determined as well as a determining being. Lewin (1943) further contributed to the interactionist approach by the development of a Field Theory of the Social Sciences. Lewin proposes that the research subject should be considered as living in a "life space" in which the"psychological past and psychological future are simultaneously part of the psychological field existing at a given time". This individual "life space" has a "boundary zone" and it is in this "zone"

that certain parts of the physical and social world affect the "life space" at that time. The process of perception is intimately linked with the "boundary zone" and the other processes in the execution of action. Bringing these points to a more practical level Lewin suggests that, "to consider and predict behaviour, the person and his environment have to be considered as one constellation of interdependent factors".

The concept of an individual's life space, and any analysis taking into account the totality of actors around the individual, is closely aligned to organisational analysis which demands close scrutiny of the environment to which the organisation is exposed. Such a close identity in approach to individual and organisational analysis makes the application of the concept very attractive in assessing the individual's perception of and reaction with the organisational climate. However, the concentration on the personal analysis in the 'life space' concept led to the concept's use in psychoanalytical work rather than social research.

The method of using the structuring of life experiences and their comparison with the current experience as a form of analysis was provided by Kelly in this Theory of Personal Constructs (1966). Kelly explained that "the meanings we ascribe to events are anchored in the antecedents and consequences. The meanings are in a dimension of time". The meanings of events are "subject to as great a variety of constructions as our wits will enable us to contrive". In this "constructive alternativism" the individual develops his own characteristic construction as each "person anticipates events by constructing their replications. No two events are the same so the individual seeks a comparison of similarities and differences to create an anticipation. Therefore, events full of meaning are the original symphonic composition of a man bent on finding the present in the past and the future in his present".

The analysis of an individual's personal constructs was developed for clinical psychiatric use (Bannister 1968). Further work and adaptions have brought these research instruments into use in the field of social psychology (Bannister, 1968; Hinkle, 1968).

Duck (1973) in his study of friendship formation discusses the value of the Personal Construct Theory and concludes that it"does not lie in its similarity to other outlooks, for encyclopaedic categorisation merely obscures and detracts from detailed study of the theory's individual qualities and potential. Apart from it's perceptive claim that people construe things ... in different ways, it's value lies in the challenge the theory offers for those who wish to examine it's fertility in new areas". It is in the area of the interaction between individual personalities that Duck utilises the Personal Construct Theory. In particular he uses two corollaries, noted by Kelly, which assist him:-

a) The Commonality Corollary

b) The Sociality Corollary

The latter corollary is of major importance when considering the use of Personal Construct Theory in looking at the social interaction of individuals in their decision making.

The corollary states that, "To the extent that one person construes the construction processes of another he may play a role in the social processes of the other person". As Duck interprets "the extent of our intelligible and productive relations with another is limited by the extent to which we understand what he is up to. The definition of our involvement .... rests on our comprehension of why the other person does what he does. The corollary is saying that it is not enough merely to

construe his construction processes (Kelly 1970), to have some grasp of the rules by which he is operating, or some conception of what he thinks is happening. But the corollary is not saying our construction must be correct". Models of the definition of the individual's reality and of interaction within organisations have also stemmed from the preceeding line of thought. In work done by Eden (1975) and Mangham (1975), when such models and techniques were used, the researchers noted that they were looking at an "interaction which is a fragile negotiated order - a series of working agreements each temporary and open to negotiation" (Mangham, 1975). In order to understand the working agreements and the ensuing behaviour Mangham felt that "we must look to the actors' definitions of situations, reality as defined by the interactors not as defined by a third party - the observer or the researcher" (Mangham, 1975). To fully appreciate the actors' positions the researcher must necessarily come to understand the language, terminology, phraseology and their contextual use in order to interpret the verbal and written reports of actors' situations. The latter brings us to the logical point of having to involve the people in the research area in the development, enactment and review of the research programme and it's results, particularly if a true interpretation of the social circumstance is to be made. Two methods have been employed in deriving information in this form. Research has been carried out by those within the organisation (Van der Vall 1975) and results have been derived from research in which the researcher has totally immersed himself in the activities of the environment to facilitate the actors becoming researchers. This latter approach is one advocated by Reason (1977) and termed 'holistic research'. The failure to provide and develop an environment for full communication to take place between actors and reseachers, as

envisaged by Reason, could lead to the results of research projects revealing less accurate information than was envisaged. There is the potential danger that the misinterpretation of words can lead to both confusion and conflict in the research environment. Another shortcoming could derive from the incomplete negotiation of a successful working situation in which a consensus over the work to be carried out had not been achieved.

Awareness of such potential dangers can be guarded against but there are limitations inherent in a research methodology based on the Personal Construct Theory:-

a) the patterns of construing need not equate with the verbal formulations, yet in order to research the constructs the actors may be asked to verbalise them.

b) the reseacher., whether external to the organisation or not, forms a new factor in the pattern of construction and because of his new role changes the situation he is researching, (Friedlander, 1968).

c) the verbalising or reporting of a situation places it in a new perspective and hence change has taken place. (Argyris and Schon, 1976).

The above changes caused by the research intervention are inherent in the application of the Personal Construct Theory to gather information as, at present, no research method on unobtrusive lines has been developed to guard against such changes.

In order to elicit information which could be regarded as 'full' and truly reflecting the social circumstances a method based on the Personal Construct Theory, despite it's failings, seemed the most appropriate. To obtain

the information via an instrument based on the Theory an approach to the staff was required which would allow for their involvement to the degree to which they preferred. The creation of the opportunity for such involvement of personnel could only be derived by adopting an interactionist's approach. The potential of the interactionist approach to highlight the idiosyncratic character of individual organisations and to give emphasis to the qualitative aspects of human actions and perceptions underlined it's suitability for the aims of the research.

The nature of quantitative research, with its emphasis on the average and the concepts drawn from statistical analysis which tends to subjugate the less numerous experiences, removes itself from the subjects of the research. The exclusion and/or the subjugation of information on a statistical basis infers that the information has not met the requirements which the researcher has laid down for it to be considered as relevant. To the individual, taking part in the social situation being researched, such quantitative limits are irrelevant and the importance of the information is seen in the context of the quality of experience both in the past and present. However, if the qualitative research was to be used to replace the traditionally accepted quantitative measures then it was felt that the methods applied would have to be seen to be executed and the results recorded and interpreted with a rigour parallel to that adopted by the positivist's research methods. To provide such an equivalence of rigour two aspects of the research method needed to be examined:-

a) the derivation of information. This needed to be drawn from a close liaison, sympathy, empathy, involvement and familiarity with those involved in the research area;

and

b) the cross checking of information and data. This needed to be ensured by the use of multiple gathering techniques and the use of a variety of sources of information.

a) Involvement with those in the subject area

Reason (1977), in his comments on what he terms 'holistic' research, emphasises the view that human systems "are not simple collections of parts or variables" , but that "they tend to develop a characteristic wholeness or integrity". The aim of holistic research in capturing and expressing this wholeness of a system, where the "manifold inter-relations among the parts which constitute a whole unique system", is the ideal in a qualitative research project. The comprehension and sympathy with the system in the above respect is envisaged as leading to concepts which are concrete and observed and may be understood in a practical rather than a theoretical framework. Glaser and Strauss (1968) term the development of such a view of the researched situation as being a "grounded view". This "grounded view" , seen as it is by the researcher through intimate contact with the participants, is, in traditional terminology, the subjective perceptions of the participants. This subjective framework is the individual's area for movement, thought and action and hence the reality of the situation as far as the individual is concerned.

The perceived content of the framework, that is the totality of the situation, is comprised of the known, unknown and hypothesised climate in which the individual finds him/herself. In researching a social situation where there is to be a sympathetic consideration given to the individual, then the authenticity of the situation in the terms of the individual has to be realised. Such an insight into the individual's circumstances is given in terms of the totality of the situation and such information has to be integrated into the research report and method.

Hainer (1968) pinpoints the areas in which he feels social scientists should be working. (see figures 1 and 2). Hainer's thoughts that social science researchers should be working in the area of meta-concepts raises problems of methodology, as no experimentation is possible, in this area, and the imposition of controls is not possible on the researcher's part.

Hainer, whilst providing information which is supportive of the approach developed for this research project, does little to provide a practical solution to the problems he raises. Reason (1977), although providing further thoughts on the participants in the researched situation becoming the reseachers, does not provide a solution to the problem as to how the intimate insights of the individual participants can be recorded. In fact he raises the problem that "actors as researchers" are unlikely to be able to remove themselves from their situation to provide an analysis of the situation and generate the quality of research approach required to pursue an analysis. Reason attempts to give solutions to the problems

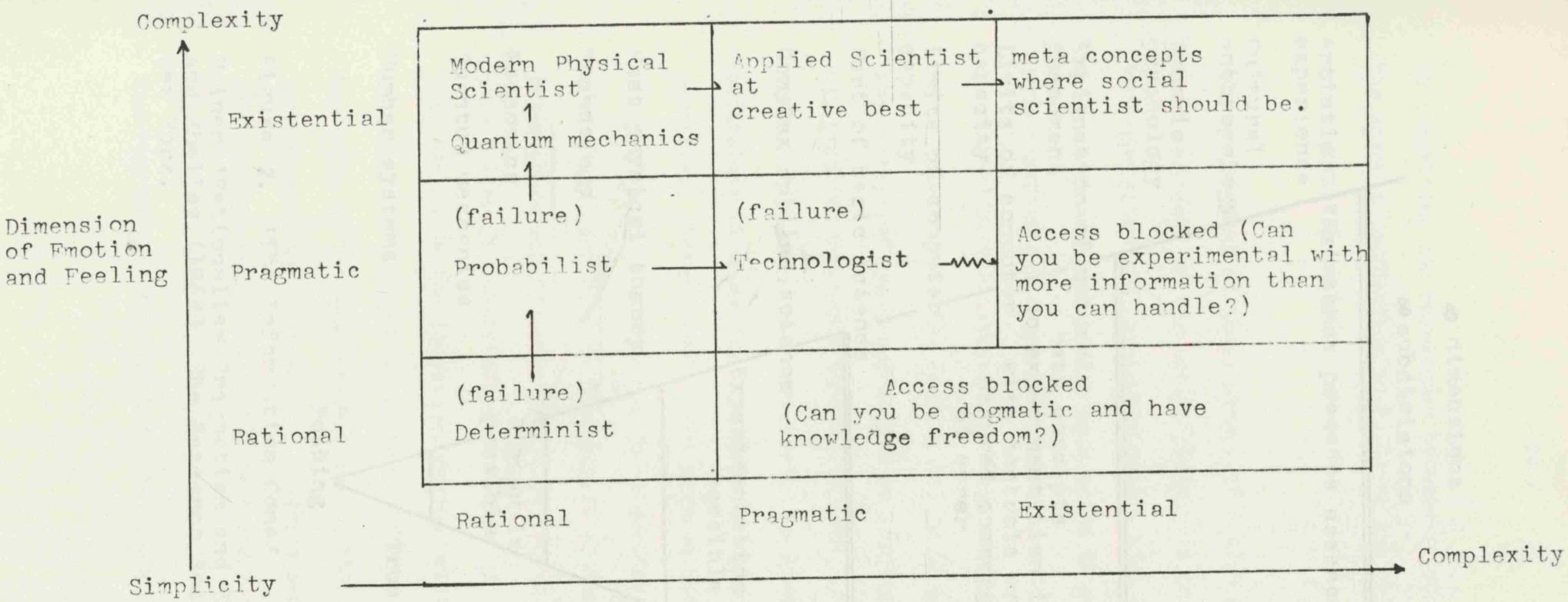


Figure 1. from Hainer's "Rationalism. Pragmatism and Existentialism" in Glatt and Shelly (1968) The Research Society Gordon and Breach New York.

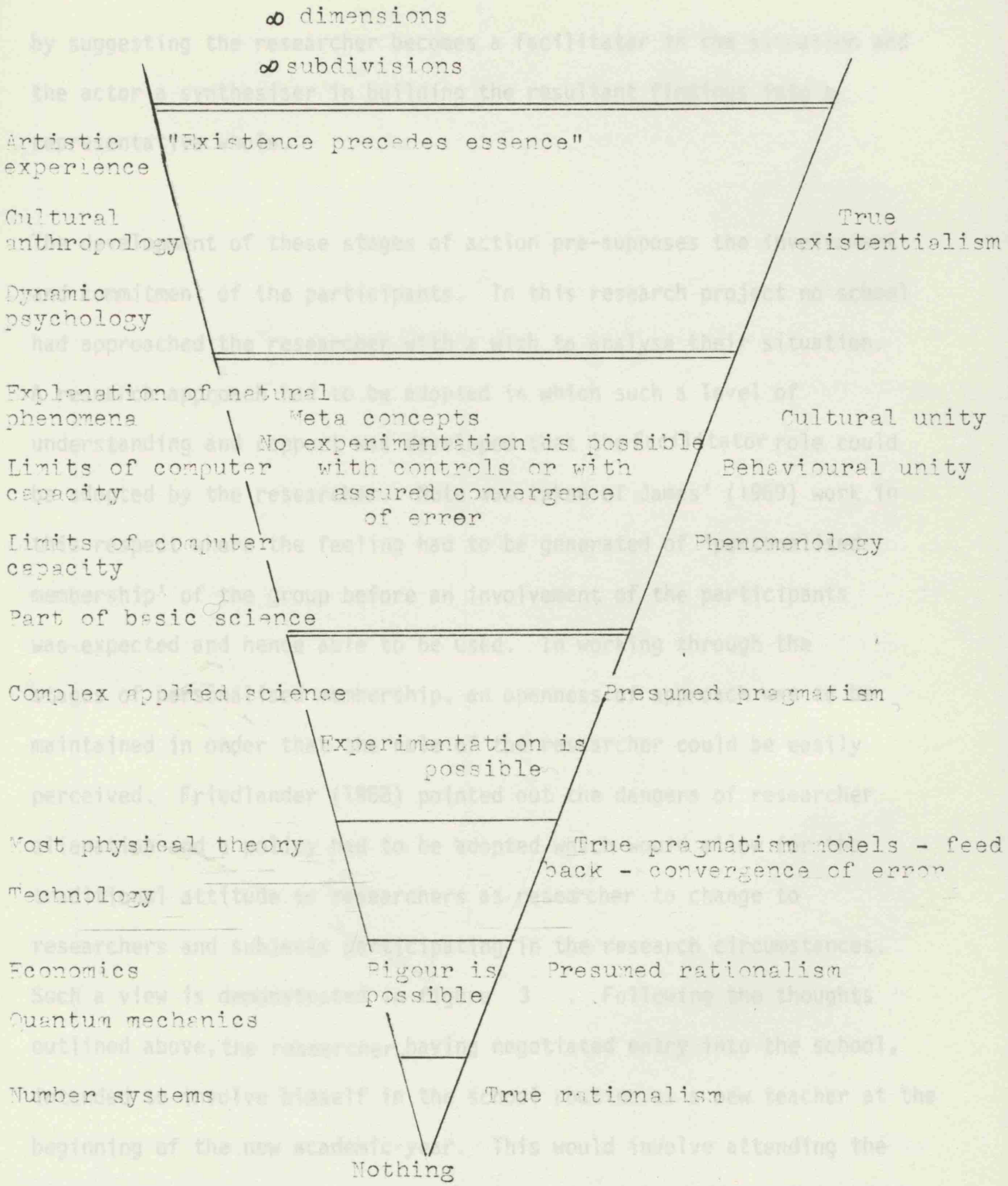


Figure 2. 'The Information Cone'

Hainer 'Rationalism Pragmatism and Existentialism p 40 in Glart and Shelley (1968) The Research Society Gordon and Breach New York.

by suggesting the researcher becomes a facilitator in the situation and the actor a synthesiser in building the resultant findings into a representative whole.

The development of these stages of action pre-supposes the involvement and commitment of the participants. In this research project no school had approached the researcher with a wish to analyse their situation. A research approach had to be adopted in which such a level of understanding and rapport was developed that the facilitator role could be adopted by the researcher. Note was taken of James' (1969) work in this respect where the feeling had to be generated of 'personalised membership' of the group before an involvement of the participants was expected and hence able to be used. In working through the stages of personalised membership, an openness of approach was to be maintained in order that the role of the researcher could be easily perceived. Friedlander (1968) pointed out the dangers of researcher alienation and a policy had to be adopted which would allow for the traditional attitude to researchers as researcher to change to researchers and subjects participating in the research circumstances. Such a view is demonstrated in figure 3 . Following the thoughts outlined above, the researcher, having negotiated entry into the school, intended to involve himself in the school routine as a new teacher at the beginning of the new academic year. This would involve attending the introductory sessions for new teachers and initial staff meetings of the new academic year. Following this the researcher was to attend all staff meetings and some departmental meetings and spend time in the school familiarising himself with the buildings and syllabuses. Throughout this

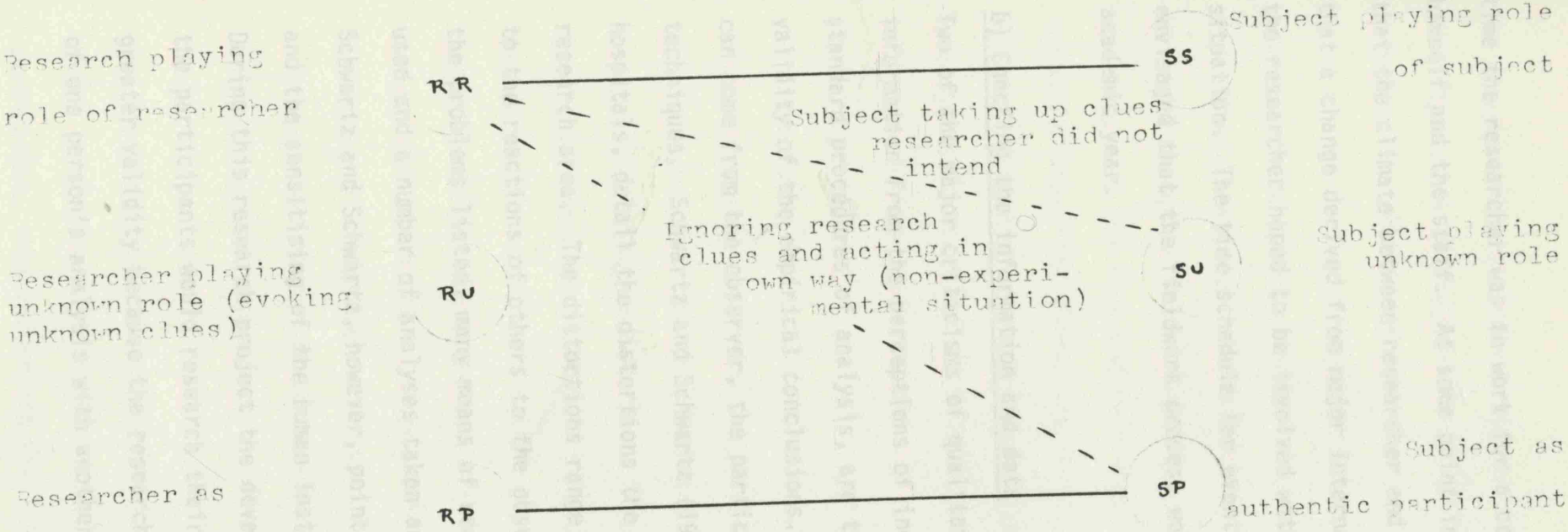


Figure 3

Research subject transaction in the conventional research paradigm.

Friedlander 'Researcher Subject Alienation' p494 in Glatt and Shelley (1968).

The Research Society Gordon and Breach New York.

time the researcher was to work for a constructive relationship between himself and the staff. At some point in time, when it was seen and felt that the climate between researcher and staff was at it's optimum and that a change derived from major internal decision making was imminent, the researcher hoped to be involved with staff in researching the situation. The time schedule for events was not laid down but it was envisaged that the fieldwork process would require at least one academic year.

b) Checking the information and data

Two of the major criticisms of qualitative research, which derives information from the perceptions of individuals and does not have standard procedures of analysis, are the quality of the data and the validity of the empirical conclusions. The bias on the data received can come from the observer, the participant, or the lack of control techniques. Schwartz and Schwartz (1955), in their work in mental hospitals, detail the distortions the observer can bring into the research area. The distortions range from the recording methods through to the reactions of others to the observer's actions. To overcome all the problems listed, many means of recording situations would have to be used and a number of analyses taken and compared of the same situation. Schwartz and Schwartz, however, point out that awareness of the pitfalls and the sensitising of the human instrument could ensure greater validity. During this research project the development of an atmosphere in which the participants would research their situation was anticipated as bringing greater validity because the researcher could cross check the results of one person's analysis with another and the rapport developed between

all concerned would reduce "intruder bias". The involvement of the participants in recording information and disclosing it does, however, introduce the problem of assessing the 'truth' of the information.

Dean and White (1958) consider these problems and come to the conclusion that, "the interviewer is not looking for the true attitude or sentiment. He would recognise that informants can and do hold conflicting sentiments at one time and they hold varying sentiments according to the situation they find themselves in .... the researcher will ask "What do the informants' statements reveal about his feelings and perceptions and what inferences can be made from them about the actual environment or events he has experienced?".

Such inferences can only be successfully drawn if the observer is aware of the psychologically based defences that are likely to be used against an outsider. With the involvement of the researcher in the school and the teachers as participants it would be hoped that this area of likely misinterpretation would be reduced to a minimum. Also, if the researcher is sensitised to the possibility of such defence mechanisms and observations are made over a long period of time, the defence mechanisms themselves could possibly be observed and recorded. The recording of the perceived actions and reactions in this way, together with the consistency of the action and/or provoking item, would lead to a better textured picture of events.

The final point for criticism is the limited ability to cross check data. Inthis particular piece of research, with the researcher as participant, interviewer and facilitator, the observed and recorded detail could be checked.

The research methodology had to be one in which time was allowed for both participants and researcher to become involved with each other and which provided a number of ways in which information could be derived and checked. The exact definition of the research method could not be made prior to successful negotiations having been completed to establish the research project in a school. This is because the development of the appropriate methodology depended upon the participants and their involvement.

Such participative research is commented on by Strauss, Schatzman, Bucer, Ehrlich and Sabshin (1964). "The outcome of such research is not one, two or a few carefully tested hypotheses but a set of many interrelated propositions .... Fieldwork is well advanced when many apparently scattered observations are related to one or more propositional sets and these in turn are demonstratably and logically related to one another ... A general characteristic of fieldwork is its temporal developing character. The fieldworker does not enter the field with specific hypotheses and a predetermined research design. To be sure, he does have general problems in mind, as well as a theoretical framework that directs him to certain events in the field ..... the initial phase of fieldwork is a period of general observation: Specific problems and foci have not yet been determined ..... During the second phase of the fieldwork the investigator has begun to make sense of the massive flow of events. Significant classes of persons and events have begun to emerge, certain aspects of the field have become important and genuine propositions have been formulated..... A final phase consists of systematic effort to pinpoint various hypotheses."

The broad aim of considering the influence on the decisions made by an internal body of the school which would affect the domestic running of the school was in line with the approach referred to above. To be able to attain the latter phases then the decision making and its effects had to be envisaged within the reasonable limits of the autonomy of the school. The group of individuals having the authority and experience to make such decisions would be at a middle management level. The research approach decided upon was that the researcher should involve himself with the staff, particularly those mentioned above, in both the day to-day activities and in periodic meetings. The period of liaison and acclimatisation, for both parties, was to be used primarily to observe and discuss the situation in the school, but secondarily to discuss the future nature of the research programme. This was seen as an opportunity for interested parties to involve themselves in the design and execution of the research methodology.

In broad terms this methodology was seen as involving:-

a) a number of informal, voluntary interviews with the participants, (the initiative for each interview being with either party).

b) records of observations, minutes and other written material relevant to the decision making process,

and

c) a record of the personal feeling and framework for decision making of each participant.

The latter item turned out to be the development of a grid method of recording based on the Personal Construct Theory already referred to. As this item was developed in conjunction with the participants it will be referred to in more detail in the results section.

Characteristics required in the research subject

In order to derive the information for an analysis of the social situation by the above methods and to extrapolate from that information ideas or indicators which would be of potential use in other circumstances, then the school used as the research subject had to have certain characteristics The characteristics were on two levels:-

a) organisational, where the school size and development was to ideally be in line with general trends in the development of the state sector of education,

and

b) personal, where the attitude of the staff had to be sympathetic to the research approach in order to elicit the maximum amount of relevant information.

The development of schools and attitudes towards education will be dealt with in more detail in the following chapter. The overriding trend in development in the state sector seems to be towards comprehensive schools catering for both sexes and approximately 1,200 pupils in size. As will also be seen there is a constantly changing environment surrounding the school. The changes in the environment are the result of a number of complex relationships. The complex nature of the relationships rarely allows social researchers to propound causal relationships between two clearly defined factors. The lack of clarity in causal relationships and the complexity of the interrelationship between influences lead to researchers developing a blend of information gathering methods. These methods aim to satisfy both the rigours of the statistical analysis and

the demand for genuine reflections on the circumstances of the subject. As discussed earlier the genuine experience of those involved in the research environment has been found more likely to be reflected in a more honest way if the researcher, recorder or facilitator is involved in the 'subject's' circumstances. The absence, initially, of a clearly defined research methodology and the desire for open involvement was seen to require both the time and patience of staff in schools. One major characteristic of the research subject had therefore to be a willingness of staff to involve themselves in opening their discussions and thoughts to close scrutiny by themselves, other staff and the research worker.

As the first phase of the fieldwork was the generation of an atmosphere in which collaboration could take place, with the ultimate aim of a mutual participation in the research process, it could not be restricted by time. During this phase it was also seen as essential that the research worker be seen to be committing his energy and time to the project. From the work of both Mangham (1978) and Reason (1977) this time, devoted to a commitment and an involvement to gain deep familiarity with the group of actors within the social circumstance, is one of the most important aspects of this type of research method. The consumption of both time and energy in the immersion process was bound to restrict the number of situations able to be covered in a part-time research programme. Considering this restriction, the programme was seen as being based on a limited number of case studies, or even just one case study. Taking the extreme eventuality, the individual case study was seen as having to incorporate all the phases of the trial and execution of the methodology necessary to authenticate the research. The case study was

thus to be used as the 'testbed' for the methodology as well as for deriving the information required to develop concepts surrounding the communication involved in decision making.

The use of case studies, and the inherent restriction on the information available, poses problems in research terms. Blau and Scott (1963) succinctly present the dilemma.

"A fundamental dilemma is posed for the study of organisations by the double requirement of examining the interdependence between elements in the social structure on the one hand and of observing many independent cases to substantiate generalisations on the other ..... General propositions about organisations must be based upon the investigation of a large number of them. And even when comparable empirical data on many organisations is available, conceptualising the organisation as independent cases would involve ignoring their interdependence in the larger society whereas focussing on their interdependence would leave the investigation, once more, with only one case". This implies as Hoyle (1965) states that "the research design must be adapted to the level of organisation to be explained".

However, there is a further point to be considered which can also be drawn from Blau and Scott's work. Blau and Scott state that, "theory is both the product and starting point of scientific research. On the one hand the objective of all scientific endeavour is to develop a su bstantive theory that is a set of interrelated verifiable generalisations that account for and predict the empirical phenomena that can be observed.

On the other hand scientific research must be guided by a theoretical framework that is a system of interrelated concepts that suggest theoretically fruitful lines of empirical investigation".

In the research work considered for this thesis the aim was not to develop substantive theories on organisational aspects of school administration and hence could dispense with the requirement of a large sample size to derive "verifiable generalisations". In another respect the theoretical framework of both the research method and the approach to the analysis of the situation had to be seen to be grounded in sound concepts. Without the latter the case study is left isolated and unable to answer either of the requirements of fruitful empirical investigation.

Blau and Scott have tended to look at the use of the case study in organisational research whichis based on systems or role theory. Hoyle (1965) perceives a further dilemma here, "Having decided to carry out a case study of a particular educational organisation, the investigator is then faced with the second problem of deciding upon the boundaries of his chosen organisation. The educational institution has the advantage over some other forms of organisation of having a clearly defined population but ..... the internal activities of the school are partly determined by environmental pressures and the problemis to establish the point at which these points are delimited".

Mangham (1978), in his comments on qualitative research, has attempted to answer these points. "A qualitative research programme needs to be able to link the specific with the general, to delineate the particular in terms of its universal transcendant and analytical aspects. To do this, working from the observed situation or from the perceptions of those involved in the situation, the qualitative researcher should be able to

draw out a number of inferences which have a wider application and to present these inferences at an appropriate level of abstraction. The best work in this developing tradition presents both concepts and the concrete instances which embody and illustrate them".

The number of cases to be studied was also affected by the staff in which the research was to take place. In discussions which were held prior to the research taking place, (see later section on Negotiations), the staff expressed the concern that if they were to collaborate in the research then information relating to the personnel and decisions made in the school should remain confidential. They also expressed the desire that the information should not be used in comparison with another school and be open to the scrutiny of others.

Despite the pitfalls of a case study in some approaches to organisational research it was decided to involve only one school in order:-

a) to allow adequate time and energy for participation and integration and
b) to sustain the confidence and co-operation of the school staff involved in the research programme.

Having both defined the research area and the research aims the implications were that information would be required on:-

a) organisational aspects of the school,
b) the authority and power structures in the school,
c) the communicative nature of the staff within the school in both a formal and informal context,
d) a clarification of the aims and working objectives of the school, and

e) the allocation of resources in order to achieve such accepted aims and objectives.

Although the above illustrates the tentative ideas related to the research programme, it also indicates that the school would be required to have aspects of its organisation, communication and resource allocation well established and recognised by staff. Such established and accepted features create a backcloth against which actions can be observed. This analogy of the theatre can be taken further as the appropriate school would also have to have characteristics which measure up to the vision of schools held by educational policy makers. The contemporary subject so created would allow for further research, based on the results, to be carried out in similar schools. The research and its results would therefore not be considered redundant along with the phasing out of a particular type of school.

The final selection of schools also had to be determined by close geographical proximity to the City of Bath, the researcher's home. One major consideration in laying down this prerequisite was that the researcher should be able to travel to the school at short notice (in case anything unforeseen occurred that was relevant to the research) and that participants amongst the school staff should find the researcher easy to contact. Research at a local level also has the advantage that the researcher is likely to be au fait with the local environment and its pressures and thus be more able to identify with the environment of the organisation which is the subject of the research.

Using the above information it was considered that the ideal subject schools were required to be:-

a) comprehensive in nature,

b) mixed sex in intake,

c) able to run academic courses to 'A' level,

d) staffed to a level which allowed the running of an established pastoral system

and

e) using a clearly defined system of consultation between staff within the school which was able to be seen and understood by all staff.

In clarifying the subject's qualities to such a high degree, and being prepared to accept the restrictions of a case study, it was hoped that the identification of pressures, influences, items of information and the way in which they were exercised, exerted and communicated would be perceived against a backcloth of established order. The regularity of form and function of the school was important as it is a regularity that has been forged by the human interaction of the participants in the research project. Regularity is not meant to imply a sterile or stationary organisation. Van Velson (1967) in considering the norms forming the basis for the groupings of individuals states, "They (the norms) do not constitute a consistent or coherent whole. They are vague and discrepant. It is this fact which allows for their manipulation by members of the society in furthering their own aims". Such manipulation, as Wildavsky (1964) points out, can only be carried out by the individual if he/she has "sufficient power to impose his/her will on others despite their opposition. The weapons of such contests are the resources that individuals possess, control and can manipulate and the ties of dependency that they can form with the relevant others.

Within the decision making process power strategies are employed by the various interested parties through their demands. Strategies are the links between their intentions and perceptions of individuals".

Such a dramatic perspective on decision making pinpoints the decision making process as a point of contact between participants, where Turner (1957) says "one may sometimes look beneath the surface of social regularity into the hidden contradictions and conflicts within the social system".

The school for the case study was therefore to have the potential for such drama, an analysis of which, by and in, human interaction terms, would be sympathetic with the research approach already outlined.

Within the ideal school profile, laid out above, the combination of academic and pastoral priorities, academically and practically orientated courses, different abilities amongst pupils and the demand on limited resources by a range of well established departments, there is great potential for decision making which would precipitate conflict between parties. The actual area of decision making to be studied was not to be sought or defined. That the situation arose in (or from) the regularity of function was a necessary requirement to validate the approach.

CHAPTER FOUR

THE CHANGING SECONDARY SCHOOL

The major Education Act of 1944 for England and Wales established the tripartite system of secondary education, giving rise to grammar schools, technical schools and secondary modern schools. Prior to the Act, the Spens Report (1938) brought forward expert psychological evidence which supported the use of 'intelligence' tests as measures of a child's inherent intellectual ability and hence it was used to establish the tripartite system.

Streaming of children on ability grounds was further supported by the Had ow Report of 1931. The system of selection and the tripartite system were to be examined in the late1950's. In 1957 a committee of the British Psychological Society examined the validity of the 'intelligence' tests and decided they should not be used in the selection of pupils. At the same time various Local Education Authorities were experimenting with a comprehensive type of education. The most successful of the experiments was in Leicester, but a more widespread adoption of the 'two-tier' approach was prevented by the reticence of the Conservative Government of the day and the apprehension of people to commit themselves to the philosophy of comprehensive education. During the early part of the next decade the evolution of the secondary education system gathered speed and comprehensive education became a legal reality when, in 1965, the Secretary of State for Education 'requested' the Local Education Authorities to submit plans for the reorganisation of their educational system on comprehensive school lines. Since 1965 legislation relating to the required changes in secondary education has increased as has the proportion of schools being run on comprehensive lines. (see Appendix A for details of Government Legislation

and Appendix B for Government Statistics relating to the growth of comprehensive schools).

Reorganisation and rationalisation of resources have led to larger schools in the State System and prolonged debate as to the optimum size for effective administration and goal achievement, as demonstrated by Campbell (1965), Halsall (1973 and 1975), Towers (1975) and Benn and Simon (1972). The change from the sectionalized system to a comprehensive system has brought schools the responsibility of examining their educational objectives and syllabuses and reorientating them to cater for the breadth of ability in the student intake. The latter is now no longer considered the sole concern of the schools, as was shown by the initiation of the public debate on education by the Government commented on later in this chapter.

In models presented of poverty cycles, from Liverpool's experience, schools have been shown as playing a crucial part. Such a model is presented in an Open University course concerned solely with Urban Education (1974) (see figure 4). Investigations leading to the production of such models have led the Local Education authorities to develop Educational Priority areas where the injection of extra finance and expertise in urban educational projects have dramatically influenced the functioning of schools. The development of Educational Priority Areas and their social influence are now referred to in standard educational texts such as the Open University Course E 351 (1974).

The Seebohm Report (1968) emphasised the social role of the schools in advising that they should be considered, along with other central Government

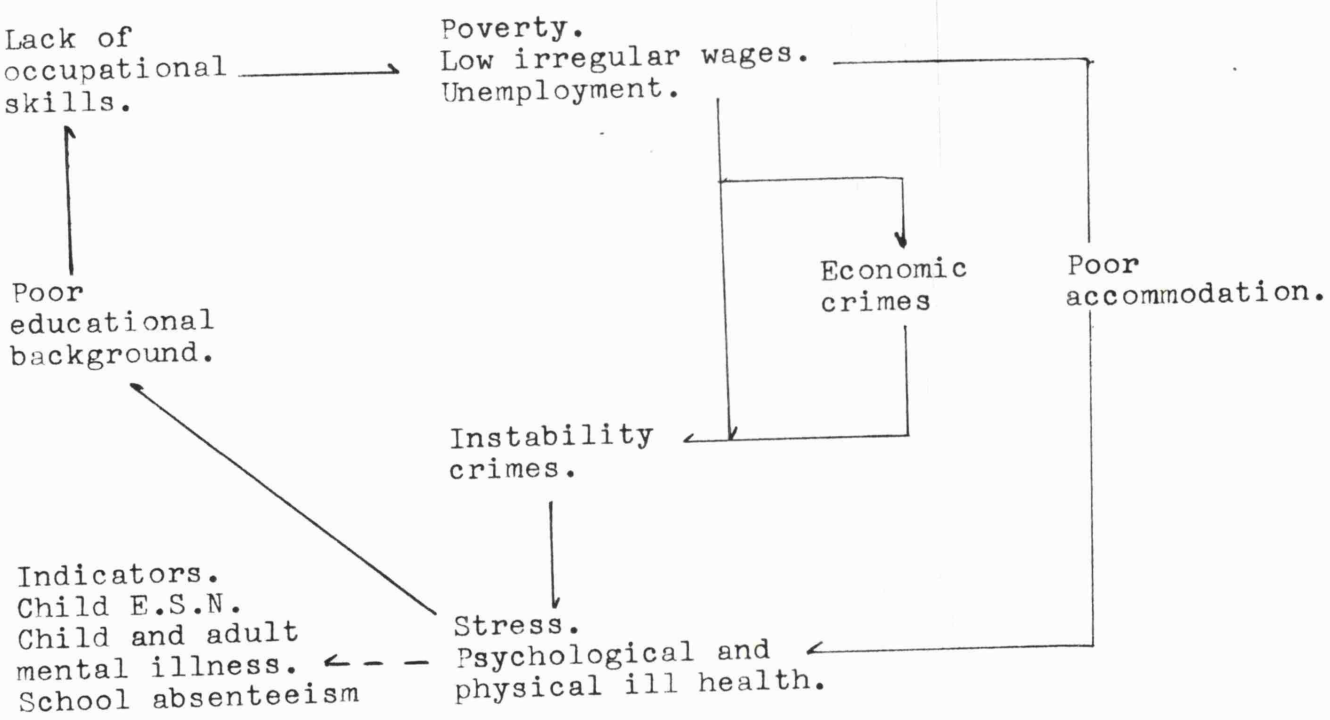


Figure 4.

Expanded Cycle of Poverty.

Open University (1974) Urban Education , E357 Block 2.

Departments when the co-ordination of social facilities was considered. Such reports and directives demonstrate how:-

a) agencies other than educational ones can analyse, comment upon and influence the school's development and social role,

and

b) the school is situated in regard to local and central government.

There are other strong influences which have affected the school's image of itself and which have become important in the development of the local comprehensive school becoming more and more a resource for the community. These influences stem directly from the community - the consumers in the 'input/conversion/output' models of the educational system proposed by Richardson (1973).

The concept of the community is somewhat diffuse as G.A. Hilley (1955) demonstrated when attempting to form a clear definition of the community. Hilley took ninety-four different definitions in an unsuccessful attempt to find significant areas of agreement. The definition of the term community used in this study is that used by the Open University in their Educational Studies course E 221 (1974). The community can be split into two major parts:-

a) the geographical sense of the local residential community

and

b) the feeling or moral community.

The influences of the community can either be from formal recognised groups and individuals with an'institutional'standing or from groups and individuals having an informal association and outside the recognised formal social groupings.

Formal groupings with close residential ties with school are exemplified by Parent Teacher Associations and Boards of Governors attached to schools. The case supporting the involvement of such groups as the P.T.A's in school development was derived from evidence in America and detailed in such reports as the Plowden Committee Report (1967). However, evidence from studies in England at approximately the same time by Musgrove and Taylor (1965) showed the low regard felt by teachers for parental views on the moral and intellectual values forming the primary goals of the teachers. Despite this, in some areas of the country, P.T.A. work was extending beyond that of the community-liaison and fund-raising into school policy development. The need for an association within a new school to assist in taking domestic decisions was derived from a P.T.A. meeting in the process of establishing a new school in Totnes (Open University 1974). The degree to which the 'community' groups influence schools was noted by Bates (1971). Bates was particularly surprised at the variation in the way schools developed changes in curriculum. This area of decision making is an area that has caused unease between teachers and another formal group - the Board of Governors. The ability and functions of governors and governing bodies has been shown to be in question in the Open University texts relating to the management of education (1974).

The non-professional (in an educational context) composition of such formal community groups has hindered their influence. Not least when they have been attempting to exercise their influence alongside such groupings as local teacher unions. Such teacher groups cannot be regarded as local in the close geographical sense of the community group. However the feeling the teachers have for the school organisation, together with their vested professional interest, make them a potentially forceful influential factor.

Other groupings which may well influence school development, yet not be so formally structured, are the neighbourhood groupings around schools and the local industrial groups which may influence school training programmes in the light of local employment prospects.

At an individual person level influences on the school are normally exercised by the influential personality deriving the influential 'power' from a grouping to which the individual belongs or from a recognised achieved position. On a formal level, this can be seen when local councillors or Members of Parliament take up particular cases in or about schools and represent the cases to or with institutional bodies. The existence of individuals in the area with such influential contacts can often be enough to bias decision making. When individual parents are involved then the group influence is from an informal group and the influence becomes diffuse and complex.

The latter case of complex parental influence was demonstrated by Richardson (1973) when considering a parent coming to visit a teacher about the child. The visiting parent was seen as bringing the identity with other parents into the meeting. The teacher was seen to use a sphere of reference which included other members of staff and pupils. A model illustrating the interactions involved in this relationship is shown in figure 5 .

The degree of influence of each of the groups mentioned is difficult to generalise about, but in the decision making concerned with education they form themselves into a distinct hierarchy as illustrated in figure 6 .

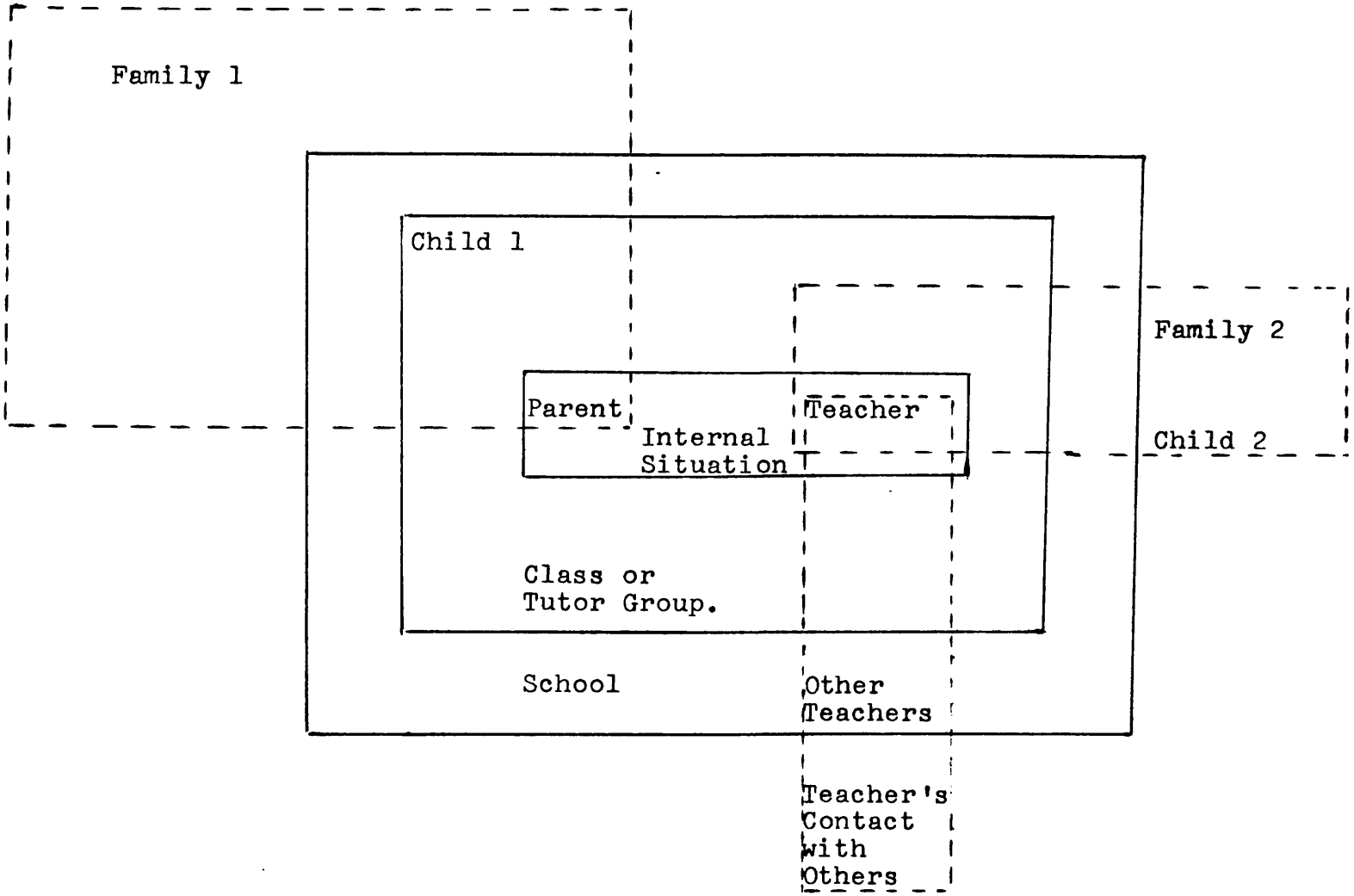


Figure 5.

The above diagram is based on an original diagram in: Richardson E. (1973). The School and the Task of Management. p.9. London. Heinemann.

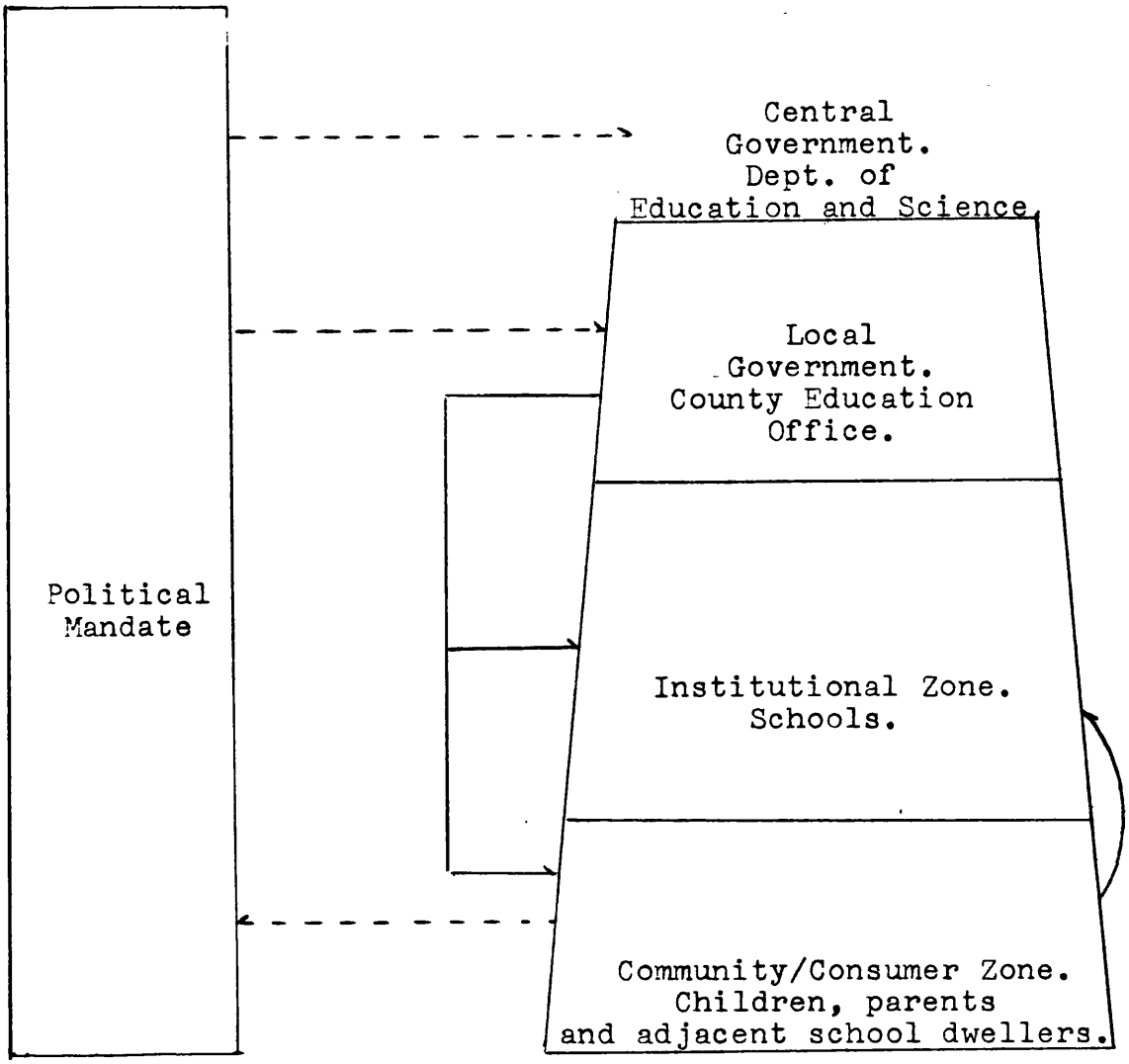


Figure 6.

The above diagram is reproduced from:

Open University. Course E221 Unit 13

Community Involvement in Decision Making p.9.

Bletchley. Open University Press.

The individual school can be seen to be influenced by many outside agencies, yet the boundaries of it s activity can be explicitly delineated. The school can be described as an open, 'though bounded system' (Richardson (1973)).

The National Environment

Argyris (1973) noted 'The spiralling cost of education, hospital care, religious institutions and government at all levels ..... has resulted in increasing citizen tension and dissatisfaction. The day of confrontation is near."

The social and political context in which the British educational system developed in the 1970s and early 1980s dramatically contrased with the environment of the 1960s. The affluence and expansion gave way to the pressures of inflation and recession. Such changes in the financial climate created an atmosphere in which the costs and rewards from the social services, such as education, were seriously examined.

Pressures to question the allocation of resources and their use during the 'retrenchment' period were exerted through a number of different social groups already referred to. The Government, the political parties, parent s' organisations, research bodies, institutionalised social groupings and pupils seemed to pose questions challenging the established educational system. The responses to the enquiries and questions came from the teachers and the teacher s' unions who were both involved in the design and functioning of the system and hence had a strong vested interest in it s survival. The intensity with which the questioning, campaign for change and responses were executed was reflected in the degree to which public opinion was canvassed and the attempts to change attitudes were

recorded. The teachinggroups having committed themselves to the system which was exposed to close scrutiny would have been affected by any changes occuring in their working situation. This was especially so as teachers have a close compliance with the working aims and objectives of the system. The national education system has a very close infrastructure geared to negotiate with local and national government. The'body' of education can be considered as a system in that, as Argyris (1973) states:

"The core activities ..... are

1. to achieve it s objectives;
2. to maintain the internal environment;

and

3. to adapt to maintain control over the relevant external environment.

How well the system accomplishes these core activities over time and in different conditions is an indication of its competence. How well the system accomplishes these activities in any given situation indicates its effectiveness.

The fundamental assumption is that the system is better off when it is able to solve it's problems and execute it s decisions in such a way that it can continue to be in control. The criteria for system competence and effectiveness are therefore related to problem solving, decision making and decision implementation".

Despite providing a yard stick by which systems activities can be assessed, the above proposition relies on the capacity to define a boundary at a point where adequate knowledge for problem identification, particularly in relation to the environment, is available. Unless this is so there will only be a limited potential to influence or control the external

environment. The competence and effectiveness of the system is thus going to be related to the system's capacity to retrieve current and relevant informaton to the system.

The mutual recognition of other systems within the environment and an appreciation of their status is also a crucial element in the capacity of an individual system to complete its core activities. Such an awareness and acknowledgement of relationships has to be supplemented by a perception of changes taking place within the environment in which the system can play an effective part, before the potential competence and effectiveness of the system is realised. The action following such perception is a form of control and can be exercised in positive, neutral and negative ways. This use of power or control is similar to that envisaged as open to the individual and considered in Chapter 2. In essence the execution of any degree of influence relies on the acceptance by parties inside the system and outside the system, yet in the related environment, that the system has a relevance to the changing situation. The degree to which the system can exercise its influence is related to the ascribed standing of the system in relation to others in the environment and it s authoritative or attained position due to it's own performance.

The education system is inextricably tied to the other national systems due to the method of its financing and the function it is seen to perform in both social and vocational training services. Identification of problem areas in the development of the system to meet future needs requires a broad range of information usually only open to people in national administrative and decision making positions. Such positions are held

by politically elected representatives in cabinet posts or by civil servants of a high rank. Political leaders formulating policies in close relation to a political philosophy are likely to make decisions seen as being ill advised to those with contrasting philosophies or, as less than potentially optimum in their possible results by those viewing the system with less commitment to the political values of the administration and more of a commitment to the educational aims and objectives. Despite the biased nature and the limitations on the ultimate acceptability of the decisions made, it is inevitable, within the present national administrative structure, that politicians will determine the environment within which the educational system will work. Few people beneath the higher ranks of politicians are familar with all the information required to make an informed decision on future educational policy which will allow the integration of the educational system with others, particularly as changes in the national system occur.

The educational system can be regarded as possessing a number of sub-systems. Such sub-systems are the schools, colleges and local educational authority areas. These sub-system units are identifying problems concerning the provision of educational facilities within the policy laid down by Government action. The extent to which that policy can be influenced or controlled relies on the regard the political masters hold for the representatives of the institutionalised groups and bodies within the educational system. Resolution of differences in approach to the definition of problems and their solution in education does have another dimension. The role of education in catering for individual as well as group and national needs creates an area of close indentification with the members of the population. The canvassing and expression of viewpoints related to educational policy can thus be widespread and wide ranging. The following review brings together the public and national expression of view points

on issues current at the time of the fieldwork section of the research. The items are those regarded as both directly relevant to secondary schools and, together with the Local Education Authority debates, they provide an indication of the environment in which the school decisions were made. By combining the environmental picture with the results of the research in the school it is hoped to provide an indication as to the degree to which a school is a controlled or controlling body in its environment.

National Policy

Later information in this chapter gives an indication of the change in educational expenditure during the period leading up to the research. The legislation changing the structure of education is shown in Appendices A and B . The table in Figure 7 gives details of the electoral results at General Elections. The number of seats held by each political party is an indication of the predominance of the political philosophies over a period of time.

Leading up to the time of the fieldwork various major political and financial occurences affected the economic and political climate and thus the environment in which the educational system operated:-

a) 1976. There was a slump in the value of the pound. Major cuts in public expenditure were made. Financial policies were adopted which were in line with International Monetary Fund recommendations.
b) 1977. The Labour Pary was maintained in office as the governing party by a pact with the Liberal Party. The pact continued until July 1978. During this period, despite the pact, there was no change in educational policy. There was also no major piece of legislation passed by Parliament which directly affected the educational system.

General Election Results

Party	1959	1964	1966	1970	Feb. 1974	Oct. 1974
Conservative	365	303	253	330	296	276
Labour	256	317	363	287	301	319
Liberal	9	9	12	6	14	13
SNP				1	7	11
Others		2	2	6	17	16
Total	630	631	630	630	635	635

Figure 7.

Table showing the General Election results from 1959 to 1974.

c) July 1978. Despite the level of inflation being 7.4% which was the lowest since September 1972 , there were still restrictions on public expenditure.

The rate of progress in changing the structure of education is not just related to the political party which forms the Government. The financial climate within which the Government works and the strength of feeling at both the national and local level, either in support or in opposition to the Government's policies, will affect the pace of any initiated change. The move towards comprehensive schools can be seen to be irregular in its progress nationally and patchy in its acceptance and implementation locally (Benn and Simon 1972).

Changes in the structure of educational provision are often made to initiate changes in the perceived roles of educational institutions. The establishment of educational aims and goals at an institutional level have been considered the province of the teachers and administrators in education at a local level. Government concern in this area during 1976 provoked a reaction in educational circles which was to affect the atmosphere in which teachers were working during the research period. Comments relating to Government action in education at a curricular level were made to the researcher during the period of the fieldwork.

During the Autumn of 1976, the Prime Minister, Mr James Callaghan asked the Department of Education and Science to prepare a report on education in Britain. On the basis of the results a "national debate" relating to educational provision in Britain was instituted in February 1977. The national debate, seen by some as a public relations exercise, was an attempt

to gather views from both those concerned in seeing that changes were made in education to meet future demands and those already involved with the existing educational system. This invitation for organised examination, criticism and proposals to alter the educational system brought a hostile response from the majority of teachers and their organisations. The teaching bodies tended to view the debate as a blatant interference with the academic freedom and professional responsibilities of the teachers. However, by the very nature of the proposal of such a debate, the government showed an indication of the concern for greater accountability of a public service to the provider of the service's finance and to the 'consumer' of the 'processed goods'. The situation also reflected the view that despite the modernisation of facilities within the schools and the adoption of progressive teaching techniques, the educational aims of the schools still lay in curricula which were neither 'utilitarian nor technical' but were a means of social reform in which the competitive philosophies and social differences in pupils were to be reduced. The country's need for aggressive business acumen and high level technology was seemingly being neglected in an area of training where future workers were at their most receptive, both for training to cope with change and for developing such business attitudes. The proposal of the debate, the organisation of seven regional conferences and the integration of the results of the debates into the Government's approach to education initiated a formal attempt to encourage schools to achieve specific goals required by the nation.

The formalisation of 'outside' influence was further supported by the report of the committee of inquiry into the management and government of schools. The committee was chaired by Mr T Taylor, a former leader of Blackburn Council, and the report became commonly known as the Taylor Report.

The committee had been appointed in April 1975 by the Secretary of State for Education with the remit to "review the arrangements for the management and government of maintained primary and secondary schools in England and Wales, including the composition and functions of the bodies of managers and governors, and their relationship with local education authorities, with headteachers and staff of schools, with parents of pupils and with the community at large; and to make recommendations".

The central recommendations were that:-

1. separate governing bodies be set up for each primary and secondary school;
2. such governing bodies should consist of equal numbers of education authority representatives, staff, elected parents (and eligible pupils) and representatives of the local community; (the restriction imposed on membership was that a governor could be appointed to only one school catering for a particular age group of pupils).
3. the governing body should be satisfied that adequate provision be made for the headteacher to consult his staff on day-to-day matters and for the staff to express their collective views; (such a recommendation also allowed for supporting staff to be consulted and express their views to both headmaster and governing body).
4. parents should be allowed to set up an organisation based on the school and be able to use school facilities;
5. adequate provision be made for parents to be informed of their child's progress and to see teachers by reasonable arrangement;
6. the governors should be responsible for determining the particular aims of the school and monitoring the progress and means by which such aims were to be met; (such monitoring and responsibility should include the curriculum of the school and the code of behaviour expected of pupils within the school.)

7. all primary and secondary schools should both prepare and submit financial statements;
8. governors should be required to take short training courses and there should be adequate provision for such courses;
9. various procedural arrangements (specified in the Report) should be established for the election of governors;
and
10.headteacher selection should be by a small board with an equal number of governors and local education authority officials chaired by a member of the local education authority committee with a casting vote. Deputy headteacher and other staff selection should lie with the governing body. The Taylor Committee asked that the recommendations be enacted within five years. The Education bill discussed in November 1978, the beginning of the academic year the fieldwork began, followed the recommendations of the committee.

The standing and regard that the teaching profession had for the views of governors and parents has been mentioned earlier.

The Taylor Report, because of its recommendations requiring greater recognition of parent and governor views, created feelings of unease at both national and local levels. These 'responses' to influences outside the educational system will be referred to later in this chapter.

Other areas of national public debate which had the potential to affect the administration and teaching in secondary schools and were of direct concern to practising teachers were:-

a) the introduction of a combined C.S.E. and G.C.E. 'O' level 16+ examination (consideration of which was demonstrated in the White Paper of 1978).

b) the teaching of politics in secondary schools (Crick and Porter, 1978; Gould, 1977).

c) the size of schools, which was considered by the School's Inspectors Conference in York (December, 1977), the Roman Catholic Conference on Education (November, 1978) and the Headmasters' Association Conference (1978).

d) the national drop in the birth rate affecting school populations in the 1980s,

e) the envisaged need for education for leisure and change,

and

f) the restriction on finance for education, which was to be a 3.5% increase on the previous year's allocation during the 1979-80 period, compared with an inflation rate of approximately 7.5%.

The environment in which a school exists has, so far, been described in terms of influences at national level. Discussion earlier in the chapter mentioned the other social groupings within the environment which could affect the school. Two such major influences were the teachers and the Teacher Organisations.

The response of Teachers and their Organisations

Shaw (1970) in discussing the effectiveness of educational organisations, defines the effectiveness in terms of it embracing the notions of adaptive response and change. He goes to to state that: "At a research level the academic objectives of such a theory" (effectiveness)"would be to see a better understanding.

a) at the level of the enterprise and how it maintains a requisite adaption to the environment in which it operates and an equally requisite internal integration;

and

b) of the individual and the situation in which he works and how changes in the organisation of the enterprise reflect back on the individual".

The adaptiveness and the effectiveness of the teacher can only be seen by examining the school as a sub-system of the whole educational system. Within this study there is no indication of any individual teacher having influence above the sub-system level, but there is an observable influence when the action of teachers' organisations is examined just before and during the research period. Such influences are seen to affect even the national system of education.

The organisations representing teachers are associations and unions. Although not articulating the exact feelings of the majority of teachers, the associations attempt to express the consensus opinion of their membership on major topics. The associations and unions have become the 'mouthpieces' for the interests of their members. The relationship between the standing of a teacher as a "professional" person and the groupings of teachers into unions has been perceived as a source of 'role' conflict.

The feelings of teachers' professionalism seems to be derived from the view that teachers have access to knowledge and expertise derived from their training and natural ability which the client (parent or child) finds beyond his/her reach. Teachers, either by ascribed or achieved roles, have recently found themselves defending that assumed professional status. Such a defence was seen during the later 1970s by the unions and associations accepting that people taking posts as teachers from 1983

would have to be graduates. This action meant a higher level of prescribed training plus higher entry qualifications, both of which would contribute towards satisfying the professional standing of teachers. Requirements and training such as this would overcome the anachronism that people with little or no training could enter sectors of teaching and then use the term 'professional' to describe their standing. The recommendations for an all-graduate entry received the general acceptance of bodies representing teachers. However, the recommendations still did not give control of entry and maintenance of standards in the 'profession' to the teachers. The policing of the behaviour and ability of practising professionals is a characteristic in areas of work such as law and medicine. Such powers lend an independence to their areas of work and lead to a limited questioning of membership by outside institutions. The monitoring of entry and maintenance functions for the teaching profession remains in the hands of the Department of Education and Science and the defence of the teachers in the hands of their associations and unions. The Green Paper of 1977 did little to alter the position and the conflict between unions defending their members interests and employment in the light of the actions of the Department of Education and Science remained. The desire of teachers' representative bodies to attain the accepted professional status for teachers still persisted.

Despite the limitations on the professional standing of teachers, their representatives used their assumed position in discussing and arguing against proposals affecting a teacher's status.

The Taylor Committee Report was seen as a proposal which struck at the heart of the teachers professional staus. Reactions from all the teachers'

organisations was similar. The Secretary of the largest teachers union (The National Union of Teachers), Mr Fred Jarvis, is reported to have commented "that far from being supportive to the school as a whole, the proposals would undermine its responsibilities and destroy its confidence. The teachers have been left with no substantial area to exert their professional expertise. The role assigned to headteachers is more in keeping with that of the governors' office boy than that of a person with management ability".

The General Secretary of the National Association of Schoolmasters and the Union of Women Teachers intimated that the association welcomed the involvement of parents and the general public, but did not believe that lay people could be involved in management decisions which were the appropriate prerogative of the chief education office, his professional staff, headteachers and teachers.

On behalf of the National Association of Headteachers their President, Mr Frank Mills, commenting on the power to be vested in the school governing bodies said "The danger of trying to impose a universal solution on widely different sets of circumstances is that you give an opportunity for a few people with vested interests to secure an influence that the country may live to regret".

In order to ameliorate the situation, Mr Taylor, Chairman of the Committee, stated the proposals would prevent a further situation like the William Tyndale School in London and the proposed governing bodies would act as 'sounding boards' to ideas and proposals. When pressed with specific examples of decision-making routines and the question of how the proposals

would affect a situation where a headteacher had not convinced a governing body his action was correct, Mr Taylor acknowledged that the governing body would decide by voting on the topic what action to take. Such a statement substantiated the fears which had been voiced by teachers that the proposed governing bodies could develop into more than 'sounding boards'.

The above example deals with an aspect of the professional standing of teachers. Teachers also faced a number of proposals which would alter both the professional execution of their work and their work conditions. For example:-

a) The combined C.S.E. and G.C.E. 'O' level examinations.
Both teachers and headteachers embraced this proposal. The philosophy of a greater equality and opportunity and less segregation or emphasis on differences overcame any alternative viewpoints.

b) The drop in the birth rate which directly affected school populations.

The reaction in the associations was to hold teacher numbers up and reduce class sizes. The case put forward by the teachers was that such action would improve the quality of the teaching. This viewpoint placed teachers in direct opposition to the government at a time when the government policy was to restrict spending in the public sector. Knowing the changes expected in the school population and hence the future demands on the education system, the government adopted an approach of limiting teacher training and therefore saving money.

c) The availability of finance for materials and resources.
The effects of restrictions on government spending did not just stop at the training of teachers, but affected the resources available in schools. During

the year in question allowable expenditure on materials rose by 3.5%. Such a rise was not considered adequate and throughout the year both the unions and the general public made a point of raising cases where the teaching situation had been adversely affected by economic policies. In an article written by Maureen O'Connor in the Education Guardian of March 6th, 1979, a number of specific cases were quoted which pinpointed the difficulties faced by teachers and the concern expressed by parents,

> Jean Porteous of Solihull, writes as a parent and a teacher: "My son is in the fourth year of our neighbourhood comprehensive school. When he began his examination courses we were asked to buy the text books he would need. I am myself head of department of classical studies and Latin in another comprehensive school, a school with an eight form entry. My capitation allowance for 1978/79 was £240. From this I had to buy not only text books, filmstrips, etc., but all stationary. Every pupil in the first three years takes either Latin or Classical Studies and in the fourth and fifth years there are examination classes in both subjects. What this means is that there can be virtually no text books at all for Classical Studies in the first three years. A large part of my capitation goes on stationery for duplicating my own material."
>
> ..... "A similar story comes from Dr Ted Sever, Secretary of the Northampton Upper Schools Parents' Association, an association which was formed specifically to deal with the book problem: "The seriousness of the situation has been acknowledged by the chairman of our education committee and the headmasters concerned suggest that £100,000 is needed in these nine schools to set things right. Some examples may serve to show how critical the situation is: In School A - science has real textbook problems.

> There is no textbook in biology in the third year: one textbook in physics between seven pupils and one textbook between ten pupils in chemistry. In no subjects do pupils sitting C.S.E. or 'O' level examinations have a book to themselves.
> In School B - sixth form pupils using text books for homework must purchase them for themselves for three 'A' level science subjects, the sum involved is from £30-£60.
> "In School D - many pupils are using physics textbooks which are more than ten years old. There is an abundance of evidence that Northampton children are having a raw deal and we contend that the situation can only deteriorate. School A - the replacement cycle stretches almost to infinity ..... books are becoming increasingly dog-eared".

Within the article numerous examples, ranging over subjects and areas of the country, are provided as cases where disatisfaction is being expressed in the provisions made by the educational system. All of the examples are derived from bitter experiences attributable to a lack of current finance. In the sphere of capital expenditure Miss Jackson, Under-Secretary of State for Education, stated in the House of Commons on July 25th, 1977, that the school building programme was planned to cost £135.8 million for 1978/79 as compared with £118 million in 1977/78. Of the allocation, £119.2 million was planned for the provision of 'basic needs' for additional primary and secondary schools, with £16.6 million being devoted to improvement and replacement of buildings. The policy of making viable educational units in both educational and financial terms (1,000 to 1,200 pupils quoted Mrs Shirley Williams, addressing the Roman Catholic Teachers' Conference reported in the Times of November, 18th 1978) led to a disparity of views, particularly over the provision of education in rural areas.

There were, during 1978, a number of village schools threatened with closure: this led to campaigns by parents in areas served by threatened schools in order to secure the existing educational facilities. Such efforts formed the basis for a political argument. The Conservative politicians supported the village communities on the grounds that the schools in the rural areas provided a social service which gave cohesion to the rural communities. Union reaction was more in sympathy with the increased spending and expansion of centrally positioned schools, rather than saving those schools in the rural areas.

d) The level of teachers' salaries

The fight to maintain teachers' salaries and conditions of service has always been a prime aim of the teachers' associations. This struggle was further compounded by the desire of teachers to maintain their numbers and reduce class sizes. During the research period the teachers' salary discussion became a predominant factor at a national level. As well as national discussions, union action was seen at a school level, with the National Union of Teachers asking its members not to teach classes for members of staff who were absent or classes which were considered too large. The action was extended to a withdrawal of labour after conferences of the major teacher's unions had decided on one-day demonstrations of their dissatisfaction with pay levels.

Teachers were also asked, by their unions, not to involve themselves in other voluntary activities, for example, supervision duties during lunch break. The latter area has long been disputed as an area of work. As far back as 1891 the National Union of Teachers was involved in arguments related to extraneous work. Such work was felt to be damaging to the status of professional teachers and has regularly been used as an area in

which teachers may restrict their involvement to show dissatisfaction and cause inconvenience in school administration.

During 1978/79 the withdrawal of teachers' labour and co-operation went as far as endangering the examination chances of pupils and the administration of examinations in schools. Action of this type, in support of a pay claim, caused a conflict of views both at a local and national level, and was said to reflect the lack of professionalism amongst teachers.

Assistant teachers were not alone in having their conditions of service challenged. During the 1977/78 academic year a proposal was made in the Fookes Report of limited and fixed term contracts for headteachers. The proposal was strongly opposed by the Joint Council of Headteachers.

e) The conditions of work for teachers

The feeling of unease teachers that had about the non-academic areas of their work was shown during both the academic years of 1977/78 and 1978/79. In particular, the ability of teachers to control and deal with disruptive pupils was openly questioned. On March 21st, 1977, the B.B.C. produced a television programme in the Panorama series which was devoted to a view of a secondary school in which both the standards of teaching and the standards of behaviour were examined and later commented upon by the general public and others, in all channels of the mass media. A limited view of such comments is given in Appendix C . Further open discussion on teacher morale, the insecurity of teachers and disruptive pupils continued in the press into 1978. In September 1978, the National Association of Schoolmasters and the Union of Women Teachers undertook efforts to establish what happened to disruptive pupils in the educational systems of other countries. A sign that the problem had not been resolved

by April 1979 was that, at the annual conference of the association, further comments were voiced on the advantages and disadvantages of corporal punishment.

Open criticism, defence or discussion of teachers' performance and roles was epitomised by Miss Christine Skeavington in her presidential address to the conference of the National Association of Teachers and the Union of Women Teachers on April 17th, 1978,

> "Have you, I wonder, stopped to think how the pupils view you - sitting, slouching, draped in a nonchalent manner or perched on the end of a desk wearing some strange garb? If we ourselves are not punctual to lessons and schools, why then do we expect the children to be? If our writing is apalling, why make comments regarding the pupils' inability to be neat and legible.
>
> We have a duty to see to it that the image we present to a class is a good one that does not call for criticism from parents, pupils and headteachers. Those teachers whose standards are lax must improve.
>
> We must see fit to put our house in order and to make the service in education one that is respected by all".

In a comment on the "insidious disintegration of morale" she said this now applied to a sizeable minority in the teaching profession, but she then turned to comment on the social educational role that teachers were expected to play. Miss Skeavington called on teachers to give a lead against "increasing juvenile crime, teenage drinking, sexual promiscuity, vandalism, violence, obscene graffiti and foul language" and to counteract the social trends of "easy money, artificial

stimulants, commercial entertainment of the lowest common denominator, sneering rejection of traditional and moral values - whether of sex, of property or of mutual respect".

Other Influences in the National Picture

The environment in which the education system works is one in which the system is regarded as a service, required by and paid for by the population, and hence all have a right to use it, demand satisfaction from it, comment on it and criticise it. The generation and reflection of public attitudes to the educational system are seen both in the press and other media reports. Throughout the period in question concern was voiced through these channels with reference to the allocation of money to schools for materials, the provision of adequate educational services in rural areas, the discrepancy between standards in the state and maintained sector schools, the restriction on finance and change in the numbers of pupils, and the appropriateness of school curricula to school leavers seeking employment.

The latter was taken up by the National Union of School Students (N.U.S.S.), which was establishing itself as a voice for schoolchildrens' views. Backed by the Gulbenkian Foundation, the National Union for School Students produced a paper entitled "Blot". The National Union of School Students, under the umbrella of the National Union of Students, was able to gain access to avenues of communication and lobbying which were paralleled by other unions and political parties, but difficult to reach for individuals or loose groupings of concerned people. In 1979 the National Union of School Students was reported to have a membership of 10,000 secondary school 'students'. In 'Blot' the Union produced a report which not only reflected disquiet amongst members at standards of teaching, but also

advocated student action to remedy these falling standards, for example, by students absenting themselves from classes taken by boring teachers. One of the full-time organisers was reported as having the view that such action would eradicate the misery of learning. The representative added that by allowing more people from ordinary jobs to come into the schools and teach pupils there would be more realism in the relationship between school and employment. Such a strong voice, on behalf of the student population, had not been heard for some considerable time and the Union views were roundly condemned by the teaching unions.

Other unions brought their influence to bear on the educational system. In a move which was repeated in a more formal way in later public sector pay negotiations, the auxilliary staffs in schools were to receive support from the teachers' unions. At the beginning of 1979 the caretakers employed in schools adopted strike action in support of their pay claim. The National Union of Public Employees, representing the caretakers, said the schools should be shut in order that pressure could be brought to bear on the local authority employers to settle the dispute. In a move to enhance this pressure National Union of Teachers' members were asked to adopt sympathetic action by not crossing picket lines outside the schools. Other teachers' organisations expressed the view that their members would be prepared to do their normal duties if the authorities opened the schools and allowed them to do so. The serious effects of the disruption in school timetables, particularly in examination classes, was emphasised by the latter teachers' unions. The professional role of the teachers again came into direct conflict with the principles of sympathetic union activity.

These items and trends from the national picture are recorded to show the changes taking place in, and the influences on, education during the

fieldwork period. The information provides some basis for the explanation of feelings of lack of security and tensions between the staff in the school where the research took place. National policies, particularly those related to finance, and the reaction to them by unions, precipitated discussion and action which affected the relationships of both staff and headmaster. The items detailed were also referred to directly by staff during meetings and interviews and will be drawn on again in the discussion of the results of the fieldwork.

The hierarchy of influential factors has been referred to earlier in Figure 6 . From the diagram it can be seen that the environment in which a school has to work is strongly influenced by the local government authority. In the case of this study the school involved in the research project was situated in the administrative area of the Avon County Council. The County Councils provide the link between the national policy making body and the local communities containing the schools. The County Council being a locally democratically elected body has to balance the pressures to implement national policy with the demands and needs of the local community. A record of the debate concerning matters which influence local education can be found in the minutes of the proceedings of the Avon County Council Education Committee. The majority of the information which follows is drawn from those minutes and serves to illustrate the pressures generated at a local level which contributed to and influenced the environment surrounding the school. The Education Committee is responsible, with the assistance of its sub-committees and through its officers, for resolving local issues and developing guidelines by which the local education service may comply with the requirements of the Department of Education and Science and government policy, yet meet the demands of the locality.

One example of a government policy being implemented was the completion of a comprehensive education structure for the area. In the local authority of Avon, the North central Area of Bristol was the only part of the Avon County in which education was not being provided along comprehensive lines by November of 1977. At a meeting of the schools' sub-committee in that November it was resolved that the situation be reviewed over three years in relation to the 1976 Education Act. In March the following year the Education Committee received and noted a request from the Secretary of State for Education that the reorganisation plans for North Bristol be submitted within "the next three months". This pressure to comply with government wishes was responded to by the Education Committee making a proposal for a comprehensive structure in the area by September of 1978.

Such a pressure to comply with government wishes could be resisted, and the implementation of the policy delayed, if the local political party in majority (or the local circumstances) were not in sympathy with the government's viewpoint. However, where idealistic principles and political sympathies are aligned, then such pressure accelerates implementation and government sanctions are not required.

The reoganisation of educational facilities along comprehensive lines was one of the long term issues coming towards its close as far as the County was concerned.

However, there were other broad issues which were just starting to show their influence during the research period:-

A) The Education Debate

and

B) The Taylor Committee Report.

a) The national debate on the type and provision of education required in the country involved local authorities in giving evidence to and taking part in regional conferences. The regional conference for the South West of England was held at Devon County Hall on the 29th of March, 1977. During the conference the items discussed included:-

i) the school curriculum for five to sixteen year olds,

ii) the assessment of educational standards,

iii) the education and training of teachers,

and

iv) the relationship between school and working life.

A report of the proceedings was given to, and noted by, the Education Committee in May, 1977. In the report a brief discourse on each item discussed at the conference was given. The following indicates the substance of the report:-

i) The evidence taken on the school curriculum was orientated towards the heading of life skills: how to learn to live within one's means, preserving one's health, the world of work, mastering the media and the cooperation of schools within an area to achieve these aims. The evidence taken in this section did not include items related to academic subject syllabi or curricula.

ii) On the subject of educational standards the main speaker emphasised the need for the raising of standards rather than the assessment of standards. It was stated that, on the whole, there was no real evidence that standards were falling, but present standards were being seen as not high enough for present needs. One way seen as a means of raising standards was to ask teachers who were not demanding enough of their pupils to leave the profession.

iii) The initial education and training of teachers came in for little comment and, rather than placing all the emphasis on initial training, speakers felt that the in-service training of teachers was as important as, and should receive equal emphasis to, the basic professional training.

iv) In considering the relationship between school and working life, the main speaker in this area felt that both the "three R's" and discipline were of the utmost importance. He seriously questioned the use of the sixth form for exuberant sixth formers and made a point of mentioning "the chip on shoulders" of technicians feeling they were second class citizens.

This report went on to say that the additional information taken from the floor of the conference was "impressionistic rather than comprehensive". Emphasis was laid on better links with industry and more use of the Trade Union Congress officials in schools' conferences for older pupils.

Following this report there is no further mention of the debate and it's results until the meeting of the 22nd November 1977. This meeting followed the publication of the "Consultation Document on Education in Schools". The Education Committee received the document and accepted the comment that it set out the main points raised in the debate with reference to a few local conditions. There was some further discussion on the curricular matters but beyond this there was no further action to be taken. Members of the Committee were informed that copies of the consultative document were obtainable through the Department of Education and Science.

At the meeting of the 25th July, 1978, the Green Paper on Education in Schools was commented on in a motion which stated that "this committee notes (the Green Paper) and regrets the utilitarian and rationalistic emphasis and the omission of any reference to the contribution of voluntary providing bodies in the maintained system in this document". The motion was adopted with the further comment that the Committee "confirms the commitment to formal and informal curricula to contribute to the spiritual, moral and physical development of children and to closer liaison between parents and the school".

There follows no indication of the effect of the report in the minutes of the meetings up to, and including, the end of the fieldwork period in July 1978.

B) On the 26th July, 1977, the Education Committee noted that the results of the Taylor Committee report would affect future motions relating to Governing Bodies. The matter of the report was again raised in November 1977 when it was noted that the Secretary of State for Education and Science had indicated that certain consultations should be undertaken before action would be taken on the report. The Schools' Sub-Committee decided to defer detailed consideration of the report until the Secretary of State had carried out consultations and issued advice and guidelines to the local education authority on the implementation of the recommendations of the report.

Both the above examples demonstrate moves by central government to create a basis for policy. This basis is subject to debate and, although not precipitating immediate action, provides the atmosphere for change. The

resolution of the uncertainty created by the proposals, through the debate, can lead to educational reform. Dalin (1978) expresses the view that "the interplay of forces between schools and their environments, and between the educational system and society is the crucial 'energy mobiliser' in educational reform".

Such reforms, which are of public knowledge and debate, can have a relatively long lead time in the creation of any major change in educational practice. One area of decision making at an authority level that had a more immediate effect was that of the allocation of finance. During 1977 local authorities were obliged to curtail expenditure due to the rise in inflation set against the limited rise in the finance available both from the rates and the Rate Support Grant from the Government. One expenditure item affected by the financial restrictions was that of the employment of ancilliary staff. In July 1977 the Finance and General Purposes Committee reported that it would be difficult to reduce the number of ancilliary assistants to the number required by the 31st August, thus projecting further expenditure into the rest of the financial and academic year.

Throughout the period of the research, the Education Committee received petitions and letters objecting to the reduction in expenditure on school facilities and equipment. In 1978/79 the guideline on expenditure given by the Finance and General Purposes Committee was only 0.7% greater, after all the adjustments had been made, than the previous year's expenditure at 1977 prices. For the 1979/80 period, the same committee foresaw, on the 30th of January 1979, an expenditure of £95,783,000 compared with £91,647,000 in 1978/79. During this period the secondary school population was seen as increasing from 70.2 thousand in 1977 to 73.4 thousand in 1979.

The restriction on finance did nothing to quell the pressure for change in education provision from groups both outside and inside the administrative network of education. The Avon Socialist Education Society presented to the Schools' Sub-Committee during 1977/78 documents pursuing the case for extra nursery school provision. During the 1977/78 period over 2,000 pupils had been helped by the peripatetic remedial teaching service within Avon, and during the 1979/80 period, the aim was to increase this service. Concern was also shown for the disruptive pupils and there was a constant direction of finance, resources and pupils to special schools.

In a more ideological vein, during 1977, a discussion document entitled the "External Influence and Pressure on Secondary School" was published in Avon. 3,800 copies were circulated centrally. The aim of the document was to stimulate a discussion about the problems encountered by schools when society appeared in many ways to be setting dual standards. In January 1978 a sub-committee of five members of the Schools Sub-Committee was set up to look at the conclusions drawn by local discussion groups. The resulting information was gathered together in the form of guidelines which were circulated to all schools. The items covered in the report were:-

a) The social expectations of schools

b) The family unit

c) Moral values and standards

d) Role of the media

e) The state of law and its enforcement

The sub-committee recommended there should be further action in the form of a wider debate and schools asking themselves, "should they not concentrate more on their true educative role, including particularly constructive social education, for the next generation of parents?" And in pursuing this educative role, "they should involve parents themselves in discussion with them (the schools) to identify and agree upon real important standards of morals and behaviour".

Gordon and Cummins (1979) saw that "external influences" could be broken into a number of different basic environments: social, technological, market, economic and governmental. If one accepts that, due to technological developments, the government had to look at schools to see if they could alter their training programmes to meet the new demands of industrial employers, then all the external influences were contributing to the local environment to some degree. Not least, as was shown by the last example, was the social sector reflecting the culture and cultural training demands in schools.

Changes in the provision of educational facilities in financial, physical and policy terms came together in a way which affected individual schools in areas of Bristol. The changes proposed concerned the reorganisation of education for the sixteen and nineteen year old age groups. The school where the research was carried out was particularly affected and consideration of this influence will be enlarged on in Chapter 5.

CHAPTER FIVE

THE NEGOTIATIONS FOR ENTRY

Following the definition of the type of school that would be appropriate to the aims of the research (see Chapter 3), five schools were selected whose brief descriptions gave indications that they would be suitable. The schools were each approached in turn to ascertain if the staff were willing to involve themselves in the research programme.

The crucial factor in determining the establishment of the research was seen as the relationship between the researcher and the school staff. In order to create as many chances as possible that the research would be considered and accepted, certain principles, in line with those noted by Dean, Eichorn and Dean (1967), were adopted. These were:-

a) The contact with the school was made through the person with the highest authority and only after that with other staff.
b) The details of the research programme were detailed in practical teaching terms and had plausible explanations for their investigation.
c) The researcher was open about himself, the research and the envisaged methodology.

Negotiations with the five schools are detailed below and are regarded as part of the results and as such are discussed in Chapter 7 and 8.

The initial request for entry into the school was always made to the headteacher and the schools were corresponded with in order of their suitability and nearness to the City of Bath. Only when a good liaison

with the school had been established and no decision had been taken by the school over participation, or a direct refusal had been received, was the next school approached.

In four out of the five cases the headteachers made themselves available for the initial interview. In the fifth case two research projects were already in progress in the school and a third was considered to be potentially disruptive to the school's functioning. The other four schools each allowed negotiations to take place. The schools are noted as schools A,B,C and D; the chronological order in which they were approached.

The method of approach was similar in each case, with a letter requesting an appointment to see the headteacher being sent first of all. In all the interviews with the headteachers long hand notes were taken, but only after the headteacher had given permission for a record of the conversation to be made. After the conversation the notes were expanded with observations and these notes were then considered in detail before any further approach was made to the school. The results of the negotiations noted in this chapter are summaries of the interviews and negotiations. The summaries were made directly after the negotiations had either broken down or been successful and hence are selections with hindsight on the most recent negotiations. Copies of samples of the letters and written details of the envisaged research programme which were sent to the schools are enclosed in Appendix D.

School A

School A had a population of approximately 1,500 boys and was situated in the City of Bath. The school had been formed by the amalgamation of a grammar school and a secondary modern school. Each school had been of a comparable size. In size and comprehensive nature the school fitted the requirements, but was not ideal due to it's single sex intake. However, being in the City of Bath the school faced problems in catering for education in an area where there were, and still are, a number of private sector schools which reputedly 'cream off' the more able pupils from the middle and high income bracket homes. It was thought that such external factors could affect or impinge upon the policy making of the school and hence be regarded as a clear influencing factor in the decision making carried out by the staff.

The school was divided into three main parts - Lower School, Middle School and Sixth Form. A senior member of staff had responsibility for each section of the school, with the headmaster in overall charge.

The headmaster was approached in April 1978, with a request for assistance in the research project. The reply from the headmaster indicated a willingness to hold an initial meeting to discuss the details. There was an indication in the reply that the staff as a whole should express their views on the possibility of the research project being accepted.

A meeting took place in early May when the headmaster and the two deputy headmasters were present. A description of the areas of responsibility held by these members of staff is contained in Appendix E.

The meeting took approximately one and a half hours. The first part of the meeting was held with the headmaster alone and the other members of staff joined in as and when they were able to due to their teaching commitments. For a short period towards the end of the meeting the Chairman of the Common Room was involved as a representative from the body of the staff.

At the beginning of the meeting the headmaster gave a brief description of the school, pinpointing areas of the administration of which he was particularly proud. Emphasis was laid on the ability to hold staff together during the period of changes in the amalgamation of the two schools. From the remarks made over staffing it was clear that the headmaster felt the liaison with the old boys of the school through the the return of appropriately qualified former pupils to teach in the school was important in the continuity of traditions in the school. The headmaster also mentioned that the return of such old boys was a reflection of the academic standing of the school. The personal involvement of the headmaster in items such as curriculum development was very high and he reflected on the means by which items could be 'forced through committees'. This dominant quality showed itself in both the comments made about other staff, rhetorical questions over contentious issues and, after hearing about the research programme, in predicting areas that would show themselves as problem areas in the school.

During the period the two deputies were present there was little contribution allowed on their part without comments from the headmaster. When the topic was raised about the type of committee that would be appropriate to the

research programme (an internal committee below that of the headmaster's caucus and probably under the chairmanship of a deputy headmaster) there was a change in the tone of the meeting as the headmaster started to raise problems and be sceptical about the whole idea. One particular problem raised was the reaction from staff to a research project which required their intimate involvement after a previous bitter experience when the researcher had been unsympathetic to their viewpoints.

Eventually a group of staff, who met in a formal way as Heads of Departments, was pinpointed as being the most appropriate group of staff to approach. The committee was chaired by the first deputy and met three times each term to consider internal policy matters. The committee had approximately twenty-four members and was thus rather large for the type of methodology envisaged as being employed. The doubts about the practical issues were subsumed at this stage as the negotiations for entry were by no means complete and the level of the committee in the hierarchical structure of decision making was ideal.

Before the research project could be accepted and allowed to proceed the senior staff felt it appropriate that the whole staff should be invited to discuss the matter. As an initial step in this direction the then current Chairman of the Common Room (elected by the members of the staff common room) was invited into the discussions. During the discussion it was decided that a paper outlining the research project should be produced for presentation to a staff meeting. The only item on the next meetings agenda was going to be consideration of the reintroduction of caning. The headmaster expressed the opinion that the subject did not have much mileage and that the paper would thus receive reasonable consideration.

The senior staff felt that the presence of the research worker might inhibit the freedom of discussion and that the paper for presentation should be framed in such a way as to be read by staff prior to the meeting. It should be explicit enough for a debate to take place without the involvement of the researcher. In a private comment on leaving the meeting with the senior staff, one of the deputies referred to an influential member of the staffroom who "it would be necessary to liaise with "should the paper be accepted, as this particular person's influence in the staffroom was great.

The requested paper and a letter to the headmaster were forwarded to the school after the above meeting. From this point on the researcher was held at arms' length with promises of an early decision on the part of the school. The researcher was also asked to telephone the school for the decision of the staff meeting debate. Finally, in mid-June, after two months of delay, the headmaster indicated that although the Heads of Departments had accepted the proposal, the staff as a whole had rejected the idea.

Because of the long delay in reaching a decision, another school (School B) was approached and the initial negotiations started.

School B

School B was developed by the amalgamation of two secondary modern schools. Both secondary schools had been single-sex schools: one boys' and one girls'. The amalgamation had created a 1,500 pupil mixed-sex comprehensive school for the locality. In contrast to school A there was no tradition of

grammar school education nor the close proximity of a public school. There was, however, one other comprehensive school in the area, school C, which had new buildings and a grammar school element in it's creation.

The headteacher of the school had been the headmistress of the girls' school prior to amalgamation. From the remarks made during the interview the appointment had alienated a number of her male colleagues. This interview was arranged with the headmistress as an initial step in approaching the school to establish the research project. The interview fell into two parts:-

a) a discussion about the school

and

b) an examination of the research project in the light of the school's organisation of committees.

Prior to the amalgamation of the schools, but after her appointment, as headmistress designate, the headmistress had seen all the staff of both schools about their future appointments. The headmistress remarked at this stage that the male staff of the boys' school had shown themselves to be unco-operative. The girls' school staff had been offered the major portion of the senior positions in the new organisation and this had precipitated an exodus of male staff.

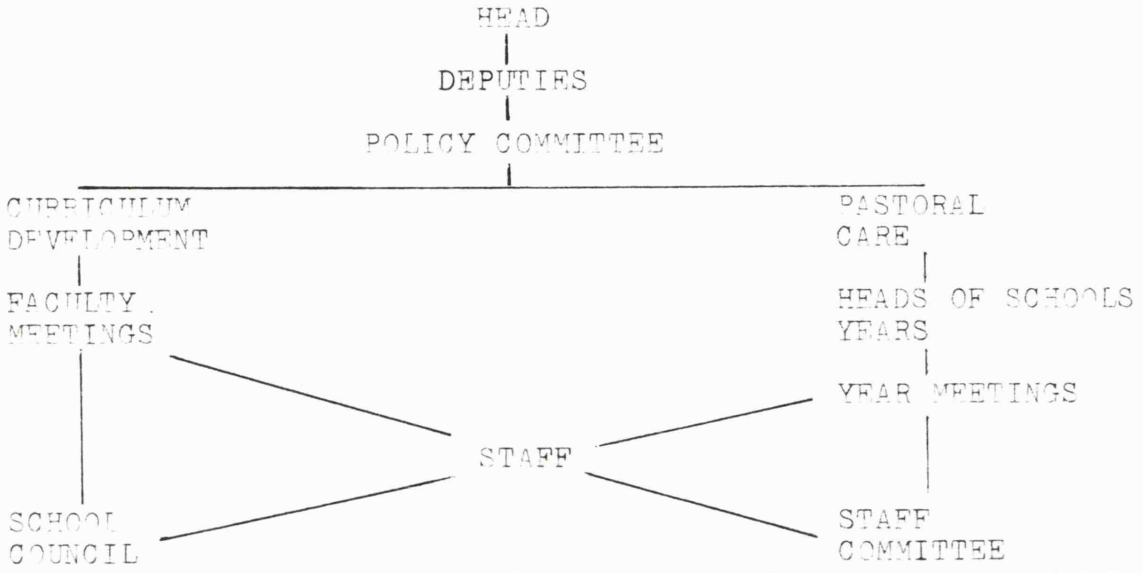
Relationships had reached the point where all outgoing letters from the staff were being directed through the headmistress's office. The appointment of a male deputy from outside the original schools had helped to ease the situation. The headmistress chaired all the main decision-making committees and tended "as she should" to be at the centre of all new ideas.

One such idea was on staff development. The headmistress had proposed that she should regularly see all members of the staff teach and then produce written reports on their performances. The proposal had been adopted in the school,after consultation with staff, with the use of verbal rather than written reports. The headmistress was also involved in classroom teaching and the impression gained by the researcher was that she dominated the school. Such items as timetabling and minor daily administrative duties were left to the deputies. The committee structure and the involvement of staff in the committees is shown in Figure 8 .

The main committee was the Policy Committee which met every three weeks with approximately twenty members. There was one N.U.T. representative on the committee and this was regarded as not being a major influence. All the proceedings of the meetings were taped and members were expected to attend regularly or to send along a representative. There was a restricted circulation of the written minutes of the meetings and the only sure way of involving the staff, other than committee members, was by verbally reporting back to the represented area. The headmistress said she felt there was a strong liaison between herself and the parents but her attitude to the Board of Governors was one of "I will tell them".

The interview ended on the understanding that proposals should be drawn up for submission to the staff, with the prospect of using the Policy Committee as the main research area. Written proposals were submitted but the proposed project was rejected. The reason given by the headmistress

COMMUNICATION



POLICY COMMITTEE	CURRICULUM DEVELOPMENT	PASTORAL CARE
Head	Deputy Headmaster	Deputy Headmistress
Deputy Heads	Heads of Schools	Heads of Schools
Heads of Faculties	3 Heads of Faculties	Heads of Year
Heads of Years	8 Staff	6 Staff

Faculty Meetings ..... Each chaired by Head of Faculty.

Year Meetings ..... Each chaired by Head of Year.

Staff Committee ..... Staff elected representatives.

School Council ..... (One pupil from each Tutor Group.
(4 ex-officio members of staff.

Figure 8.

was that a previous research worker, who had been given an option on using the school, had exercised her option soon after the above interview. The headmistress therefore felt that two projects being administered in the same school might prove too disruptive.

School C

After the failure of both School A and B to co-operate, school C was approached. School C was a mixed comprehensive school some way from Bath but close to School B. The school had been founded from a grammar school and a secondary modern school. The 'new' school was housed in purpose-built buildings on one site. There were approximately 1,500 pupils at the school.

Approaches for an appointment with the headmaster were taken up quickly and a meeting was held between the research worker, the headmaster and two deputy heads. The headmaster tended to dominate the proceedings by his physical size, positioning of chairs and his strong voice. The headmasters emphasised his sporting relationships with local influential figures and the Chairman of the Board of Governors. The general atmosphere was one of *bon homie*. When the aspect of decision-making in the school was approached, the subject was warded off on more than one occasion by the proposition that there were few major problems in the school; therefore few decisions had to be made. The headmaster said this was particularly so for decisions which would affect the policy or running of the whole school. Despite the apparent ease of exchange of information between the parties, the resistance to openness about the school administration was felt to be very strong. No further approaches to the school were agreed upon.

School D

This was the school in which the negotiations for the research to proceed were successful.

Discussions with the headmaster were held on two occasions in June 1978. At the first meeting a discussion about the school developed and the trend of the discussion tended towards the headmaster's view of both his approach to his job and the position of the school at that time. The reflections of the headmaster at this stage gave an idea of his perceptions of the local environment in which the school worked and how it was being created. The local environment of the school is described in more detail later. The research relating to the local environment was carried out after the interviews to gain access to the school had been completed.

The initial impression one gained of the headmaster was one of a very active and alert person with both a strong personality and views. The headmaster's height gave a dominance but his slight build and constant movement of hands and body gave an impression of Sheldon's endomorphic male - eager, impatient with inactivity and wanting to get on with matters. The headmaster's main past experience was that of being involved with a community school. He also had an appreciation for academic excellence and it was the combination of these two factors which he felt he was attempting to employ in the school's development. However, he was finding himself frustrated in attempting to establish his "ideal" and felt somewhat isolated "in a more political situation".

The basis for the political situation was the fundamental re-organisation being considered for the schools in the local area. The canvassing of opinion had progressed through the "grass roots" meeting and consultation stage and was, at the time of the interview, in the hands of a sub-committee of the L.E.A. The feeling of frustration and isolation must only have been compounded by the fact that having openly expressed a desire to have "his school" as a sixth form college and having gained support from the Governing Body, both the staff and the parents in the school and the area had shown sympathy with eleven to eighteen schooling with smaller sixth forms in each school. The dichotomy of views on this matter was mentioned, but its consequence in the relationship between the headmaster and the other parties was not discussed. However, the headmaster did reveal that his dealings with the Governors were "tentative", despite there being a number of parents on the Governing Body at the time. There were also two staff governors with whom the headmaster had informal meetings prior to the main meetings. The only topic reputed not to have been discussed between himself and the staff members was the headmaster's report to the Governing Body which the headmaster considered confidential.

The impression of isolation was further emphasised when, in commenting upon the headmaster's role, he stated that he"was a bridge to the outside" and, in this respect, his role was to "motivate others in the fight with the L.E.A.". The relationship with parents was seen as being fortified by the involvement of parents as ancillary staff. There was,however, no involvement of parents or Governors on school committees dealing with the day-to-day organisation of the school. The feeling gained was that the involvement of parents or Governors in such matters would not be welcomed.

The headmaster viewed the Taylor report as providing restrictions in his administration of the school. This view reinforced the above feeling. A boundary seemed to be clearly drawn in the headmaster's mind restricting the involvement of the "outside others", which seemed somewhat alien to the previously expressed ideals of community and school integration.

On the internal perspective the headmaster seemed to face further dichotomies. He had inherited a situation of very formal relationships, due both to the managerial style of the previous headmaster and the traditional approach of the original grammar school on which the present school had been based. The move towards a comprehensive system had taken place prior to the present headmaster taking office. On being appointed the headmaster had attempted to reduce the formality between his position and the staff in order to gain "friendliness and co-operation". The headmaster did, however, choose to emphasise that a friendliness was desirable but familiarity was not. He saw in his ascribed position "the articles of government as a wall in front of which he stands", and that he "was solely responsible in the last resort". Directly after this the headmaster commented on the fact that there was a strong unionisation of staff within the school. The relationship between the two comments was felt to be significant and events later in the year tended to substantiate the view that there was an antagonism between the headmaster and the unions in education.

The means by which the headmaster had attempted to engender friendliness and co-operation were:-

a) teaching as a member of a department in his academic discipline and being a member of the departmental committee;

b) only chairing two committees (Heads of Department and the Joint Heads of Department and Heads of Houses Committee);

c) encouraging the establishment of working parties to extend the involvement of staff in decision making;

d) by viewing himself and presenting himself as being at the hub of the organisational wheel rather than at the top of the hierarchy; (a diagrammatic view of this idea is shown in Figure 9).

e) publishing minutes of all meetings;

f) attempting to see each member of staff once a fortnight for a casual exchange of views (if nothing else);

g) being seen in and involved in the staff common room;

h) laying down a clear timetable and pattern of meetings so that major events can be seen to tie together and so that staff will know what is happening. The production of the timetable underlined the importance the headmaster laid on time and using it to the full.

The concept of effective organisation by timetabling events was seen as a framework in which "discussion with a direction" could take place. In the process of discussion and decision-making the headmaster saw "conflict as inevitable", but that "I attempt to have discussion to produce a result productive to the school". The headmaster viewed this as particularly important in the experience of a reorganisation when he saw "a danger due to splits in the staff". The whole approach was seen by the headmaster as an attempt to put staff confidence as a priority.

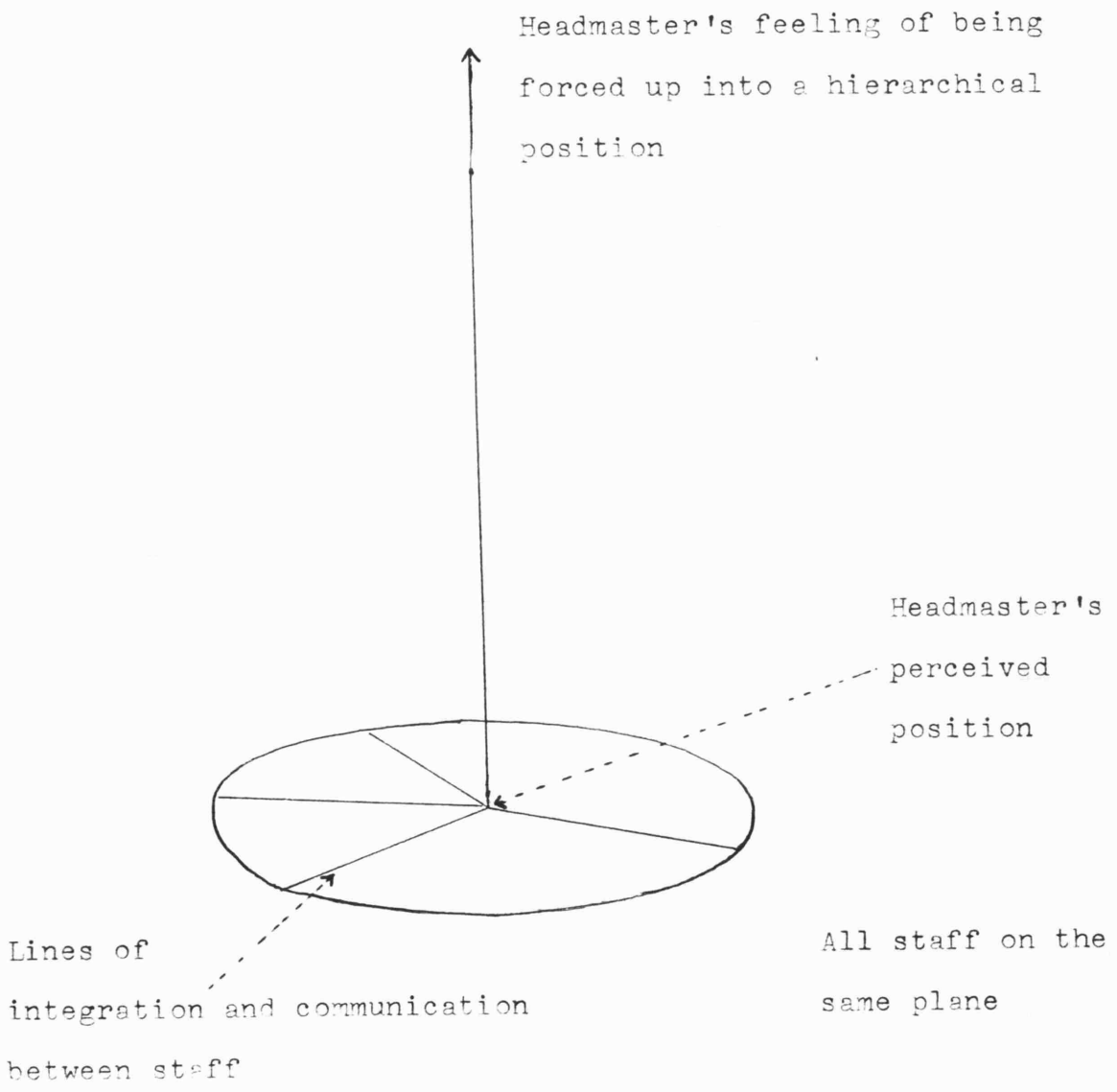


Figure 9.

Illustrating the thoughts of the Headmaster in School D on his position.

Due to his involvement with the staff at both the teaching and administrative levels the headmaster felt he was in touch with all that was going on. He did, however, add that due to extra duties brought on by the area reorganisation scheme and the disruption caused by the school fire, both his attention and time had been drawn away from internal matters. The maintenance and reconstruction of the school after the fire was something in which the headmaster seemed to take pride. As if to forestall any future criticism, should the research project have proceeded, he mentioned he had been particularly offended by comments from members of staff that he was not conversant with the recent internal happenings in the school. The dilemma of how much time to allocate to internal and external matters relevant to the school was very real and he stated he had been criticised for not representing the school and his views strongly enough in "the corridors of political power".

The first conversation was held with the headmaster alone and afterwards various handbooks relating to the school were given to the researcher to review. Following this, a letter was sent to the headmaster commmenting on his attempt to produce a limited hierarchical administration compared with other schools the researcher had experienced and requesting a further interview to discuss the research programme.

The second conversation took place some three weeks later in the same atmosphere. In an attempt to orientate the meeting to a consideration of the research method, a note on both the researcher's approach and justification for the interactionist or participative approach to the research work in the social studies field, had been forwarded with the letter. After some discussion the headmaster personally accepted the

approach as being valid. The discussion then moved on to consider the timetable for negotiations with the rest of the staff and, in particular, the Heads of Departments and the Heads of Houses who found themselves in the internal pivotal administrative positions required by the research.

The final approach was decided to be the introduction of the researcher and the proposed programme as an item on the agenda of the next meeting of the Heads of Departments and the Heads of Houses. A short time was to be allowed to outline relevant information and answer questions. The researcher was to be allowed to make the presentation and, after the question and answer session, was then to withdraw to allow private and uninhibited conversation to take place between committee members. Finally the researcher was to contact the headmaster to receive the results of the deliberations.

The appropriate meeting was held at the end of the school day and the consideration of the subject of research was the first item on the agenda:-

a) his personal background in teaching,
b) the reasons why the research project had been developed,
c) the participative approach to research work,
d) a rough timetable of events,
e) a consideration of the likely time involvement of staff,
f) assurances of confidentiality and independence of the research from internal assessment of staff.

Questions for the staff covered the need for such research work into decision making and the consequences for both the staff and the school.

Concern was voiced that the research might produce comparative results

between schools in the area and it was sensed that this exposure to comparison could jeopardise both the openness of the investigation and the further negotiations for staff involvement in the research programme. After some negotiation the researcher assured staff that the research would restrict itself to case studies of decision-making. Such case studies would be compared in the context of the school in which they were made in order that the environment surrounding the decisions should be relatively constant.

The researcher then left the meeting. During the closed session the staff considered their objections to the research programme and were to present any questions, doubts or objections to the headmaster. The researcher was then to consider these items and, should it have been necessary to carry out further negotiations, to establish a working framework. No objections were raised over the few days following the meeting and agreement was finally reached that the research programme would start at the beginning of the next academic year.

The characteristics of School D

School D will be referred to in the remainder of the thesis as Queensacre School.

During the time of the research Queensacre School was a six form entry comprehensive school, catering for approximately 1,100 pupils. A school had been established on the same site for fifty-seven years. In its early years the school was a secondary school serving a large rural catchment area. Under the Education Act of 1944 the school became a grammar school and by 1949 had 550 pupils and an established sixth form.

The academic tag of being a grammar school still had an influence on the staff which was still shown in the emphasis on academic attainment.

The school became a comprehensive school with it's first truly comprehensive intake approaching the end of the third year in the school in 1978.

The school description is expanded in Appendix F with diagrams and plans. The plans are included to show the different areas of the school where staff teaching in discipline areas might meet. Such 'social' meetings might be seen, at a later stage, to influence the communication of information between staff.

The site of the school was split in two by a minor road running through the middle of the campus. The predominant style of building on the North side of the road was the demountable classroom, whilst on the South side of the road the original wooden-faced buildings were being replaced by modern buildings.

The difference in the buildings had been brought about by both accident and design. In the late 1960's some wooden buildings were replaced by a new science and sixth form block. In the mid to late 1970's a 'design' block, gymnasium and tennis courts were completed and in use at the time of the research. Unfortunately, just before the latter block was brought into commission a fire destroyed a lot of the older school buildings. Replacement demountable classrooms were brought into operation, and, by 1978, although the Core Building, which was the next new building in the

development of the school, had been brought into operation, there were still many demountable classrooms in use.

The pupil population of the school was split into two major groupings - the sixth form and the main school. The facilities for the former were housed in the sixth form block which was attached to the science block. The sixth form facilities included tutorial rooms, sixth form library, sixth form dining area and common rooms. Although the sixth formers used such areas as science laboratories, design facilities and gymnasium along with other pupils, the sixth form was administered in small tutorial groups whereas the main school pupils were grouped into house registration groups. The staff dealing with the sixth form did not, for the most part, move to the main school registration groups after their particular tutorial group had completed their sixth form studies. The creation of a rotation of pastoral duties was thus not possible.

There was, therefore, a division of interest in the pastoral care side of staff duties. Within the main school there were four houses, and a six form entry. Each year had two forms of two houses and one form each of the remaining two houses. The allocation of pupils alternated between the two groups of two houses each year. The main school, in which the house pastoral system was used, was classified as the first five years of the school population. Each form had a form teacher belonging to the particular house grouping. The form teachers were drawn from the range of staff from Head of Department to Assistant Teacher. Each house form teacher was responsible to the appropriate Head of House

who was, in turn, responsible to the Head of Houses. Each house was administered by a Senior House Master with a female staff member as his assistant.

The tasks of the pastoral staff in both the sixth form and the main school were clearly defined in the staff handbook. The following are extracts from the handbook's various responsibility areas:-

Director of the Sixth Form

a) Responsible,with the tutors, for the good day-to-day social relations in the Sixth Form area, and for encouraging the Sixth Form area, and for encouraging the Sixth Form not to isolate themselves from the rest of the school, as well as creating an atmosphere in which the Sixth Formers can work. In this he works closely with the student representatives.
b) Responsible, with the tutors, for ensuring that students entering the Sixth Form can undertake viable courses and that courses are appropriate to each student's needs and abilities.
c) Responsible (through the career tutors) for ensuring that students have access to the right kind of information, and to process applications (through tutors) for places in F.E. and jobs. Responsible, with tutors and parents, for the pastoral care of Sixth Formers.
d) Responsible (with the Second Deputy) for the general education and minority time of Sixth Formers through the General Studies Courses and for seeing (through the staff responsible) that these courses develop in a way that meets the educational needs of the Sixth Formers, and that the aims of such courses are made clear to both tutors and students who are participating.

e) Responsible for co-ordinating the work of the Sixth Form Tutors, for providing the most convenient and useful administrative machinery for keeping records and relevant information on Sixth Formers.

f) Responsible (with the Second Deputy) for the senior assemblies.

g) Attendance at Faculty and Senior House Staff meetings.

Senior Tutor

a) The Senior Tutor will work closely with, and assist the Director of the Sixth Form.

b) Special responsibility for the welfare of senior girls.

c) Careers counselling of senior girls, both in the main school and in the sixth form.

d) Co-ordination of the General Studies programme throughout the Sixth Form.

e) Responsibility for the general appearance and care of the facilities and furnishings within the Sixth Form block.

f) Attendance at Faculty meetings.

Senior Master

a) Day to day responsibility for the welfare/discipline of all pupils in the main school as Head of Houses (with other Deputies, Assistant Head of Houses) through Senior House Staff, Form Teachers.

b) Co-ordinating main school pastoral arrangements with Senior House Staff, Director of Sixth Form (Deputies)

c) Co-ordinating internal/external reporting/assessment systems in main school (with Assistant Head of Houses) through Senior House Staff.

d) Examination administration: C.S.E. through teacher with special responsibility.

e) Seating: room arrangements for public occasions in main school.

f) Fire arrangements, through School Fire Officer (main school).

g) Main School Council (through designated member of staff).

h) Links with Primary Schools (with Assistant Head of Houses).

i) Co-ordination of statutory and voluntary duties (with Second Deputy).

j) Activities: Lunchtime, out of school, through responsible Staff.

k) Attend Sixth Form Tutor and Council meetings.

l) Links with main school Caretaker.

Assistant Head of Houses

a) Assist Head of Houses (in duties above).

b) Responsibility under Deputy Head for Girls

c) Links with Primary Schools

Senior House Staff

a) Pastoral/discipline responsibility for all boys and girls in first five years, through Form Teachers.

b) Care for academic progress through school (in conjunction with Faculty/ Department Heads).

c) Involvement in critical subject/career choices at third and fifth years.

d) Responsibility for pupils' records (through Form Teachers), internal reports and taking appropriate action.

e) Responsibility for House activities, such as Assemblies, Team Events, Festivals, Meal Times and Expeditions.

f) Preparing external reports (through Form Teachers) to be sent out over First Deputy's (for Girls) and Senior Master's (for Boys) signatures.

g) Parent contact responsibility (with Form teacher).

h) Regular meeting with i) Deputies and ii) Head (together with Faculty Heads, Career Staff).

i) Arranging meetings for House Staff (minutes).

j) Signing all important house correspondence.

Form Teachers/Tutors

a) Daily responsibility for each Pupil/Student's academic pastoral well-being.

b) First person to whom Pupil/Student can turn when in difficulty.

c) First person to contact when teachers have a problem student. Problems referred to House/Departmental staff as judged necessary.

d) Person to encourage Pupils/Students to involve themselves in school activities, explore career openings.

e) Responsible for Form/Tutor administration: registration, preparation of internal reports, collection of school fund, pupil record cards, collection of absence letters, forwarding information, explaining school procedures, etc.

f) Parent contact evening's discussion.

g) Concern with appearance, punctuality and general behaviour of all Pupils/students.

The academic areas of school work were split into faculties and then into departments. The faculties were:- Design, English, Humanities, Languages, Mathematics, and Sciences. Within the faculties, and also in other areas, the rank of Head of Department was found. Heads of Departments covered the following areas:- Art, Biology, Careers, Chemistry, Commerce,

Craft, Geography, History, Home Economics, Music, Outdoor Activities, Physical Education, Physics, Religious Education, Remedial Studies and Resources. A Departmental Head could well be a Faculty Head at the same time. The head of the Biology Department was also the Faculty Head of the Science Department and the Head of History was also the Head of the Faculty of Humanities. The responsibilities of those dealing with academic areas of work were laid down in the Staff Handbook as follows:-

Heads of Faculties

a) Co-ordinate curriculum for Faculty (in consultation with Heads of Department).

b) Distribution of capitation allowance within Faculty and allocation of Departmental Staff (with the Heads of Departments)

c) Oversight of Faculty teaching/assessment procedures. Liaison with Primary Schools over curriculum matters.

d) Oversight (through Heads of Departments) of homework/personal study programmes for whole Faculty.

e) Arrangement of Faculty meetings/minutes: copy for Staff Room files.

f) Overall responsibility for equipment, books, areas in and out of teaching time (through Heads of Departments).

g) Overall responsibility for work of Ancillary Staff (through Heads of Department).

h) Establish curriculum links between Faculties and keep colleagues aware of what goes on.

i) Attend Faculty and joint Faculty/Pastoral meetings as necessary.

Heads of Departments

a) Responsibility for departmental curriculum

b) Spending of departmental capitation.

c) Responsibility for departmental teaching/assessment procedures.

d) Responsibility for homework/personal study programmes department, and receipt of academic problems which are referred by Form teachers/ tutors.

e) Responsibility for departmental equipment and books.

f) Day-to-day responsibility for Ancillary Staff.

From the above descriptions it may seem that the major part of the responsible work, apart from classroom teaching, lay in few hands. However, examining the staff list showing areas of responsibility revealed that of the sixty-eight full-time staff listed, only fifteen had no responsibility other than their teaching commitment.

The detailed delineation of responsibility and ranking of personnel inevitably provides the basis for an organisational analysis along Classical Theory lines as seen in Figure 10 .

Such an attempt to analyse the school staffing structure demonstrates the inadequacy of the organisational chart. The chart is not flexible enough to show all lines of responsibility and is not able to show, unless by complex colour or coding arrangements, the number of roles taken by any one person. For example the following people were seen to have more than one responsibility post:-

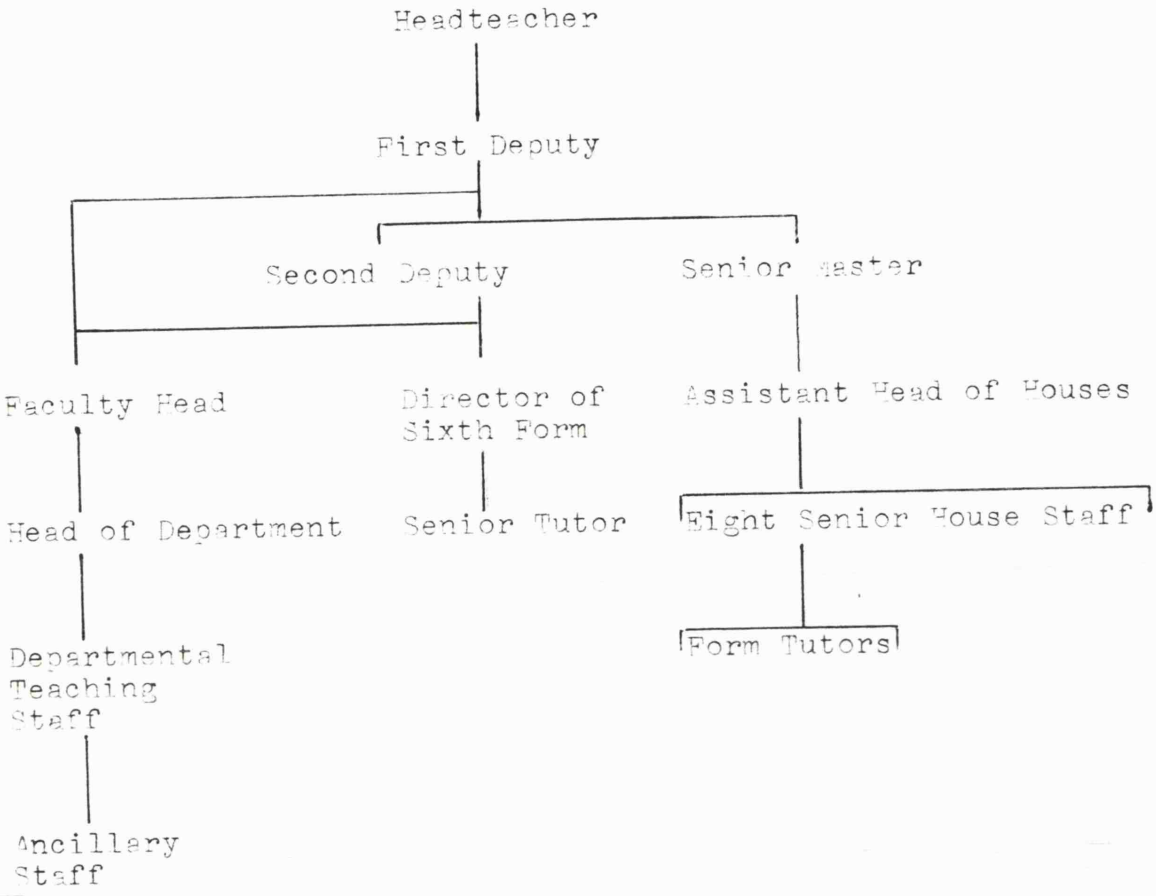


Diagram illustrating a possible organisational chart for Queensacre School.

Figure 10.

A) Head of Department of Chemistry was also Director of the Sixth Form and a representative on the Governing Body.
b) A Biology Assistant Teacher also held a senior post in one of the houses.
c) The Science Faculty Head was also the Head of the Biology Department and a Form Tutor.

The Classical Organisational approach also pre-supposes that the responsibility for decision-making in particular areas is directly related to the position of the individual in the hierarchy. When considering committee decision making under such a system it follows that members of the decision-making group must be of the same rank to be mutually involved in the decision-making. Within Queensacre School a committee structure with a membership defined in such a precise way was not observed.

Queensacre School had a committee structure amongst the staff which could be divided into two main areas:-
a) Faculty based
and
b) School based.

a) The Faculty based committees were the departmental staff meetings, under the appropriate Faculty Head, to discuss and decide upon issues of joint interest, or issues arising in other committees pertinent to the whole school, in which the Faculty involvement was necessary.

b) The School based committees comprised:-

i) Heads of Houses

ii) Heads of Departments

iii) Joint Heads of Houses and Heads of Departments

iv) ad hoc Sub-Committees of above

v) Safety Committee

vi) Resources Committee

vii) School's Council

viii)Staff Meetings

ix) Caucus of Heads/deputy heads

Apart from category nine in b) above, the staff ranking on the committees could be from Head of Faculty to Assistant Teacher. An example of this was the case of a Biology Assistant Teacher who was also a Form Tutor and served on a Sub-Committee dealing with the re-organisation of schedules for the school 'out-of-timetable' activities. The latter Sub-Committee made recommendations both directly to the Headmaster and the Joint Heads of Department and Heads of Houses Committee. On the Joint Committee (one of the major forums of the school) Senior House Staff, who were also Assistant Teachers, took part in debates on school policy which, in Classical Theory terms, should have been the sole interest of the senior academic staff. An impression of the hierarchy of the committees in the school can be seen in Figure 11 .

A full description of the school would not be complete without details of the school's relationship with such influential bodies as the Board of Governors, the Parent/Teacher association and the Adult Education Department of the locality. Details relating to these links with what

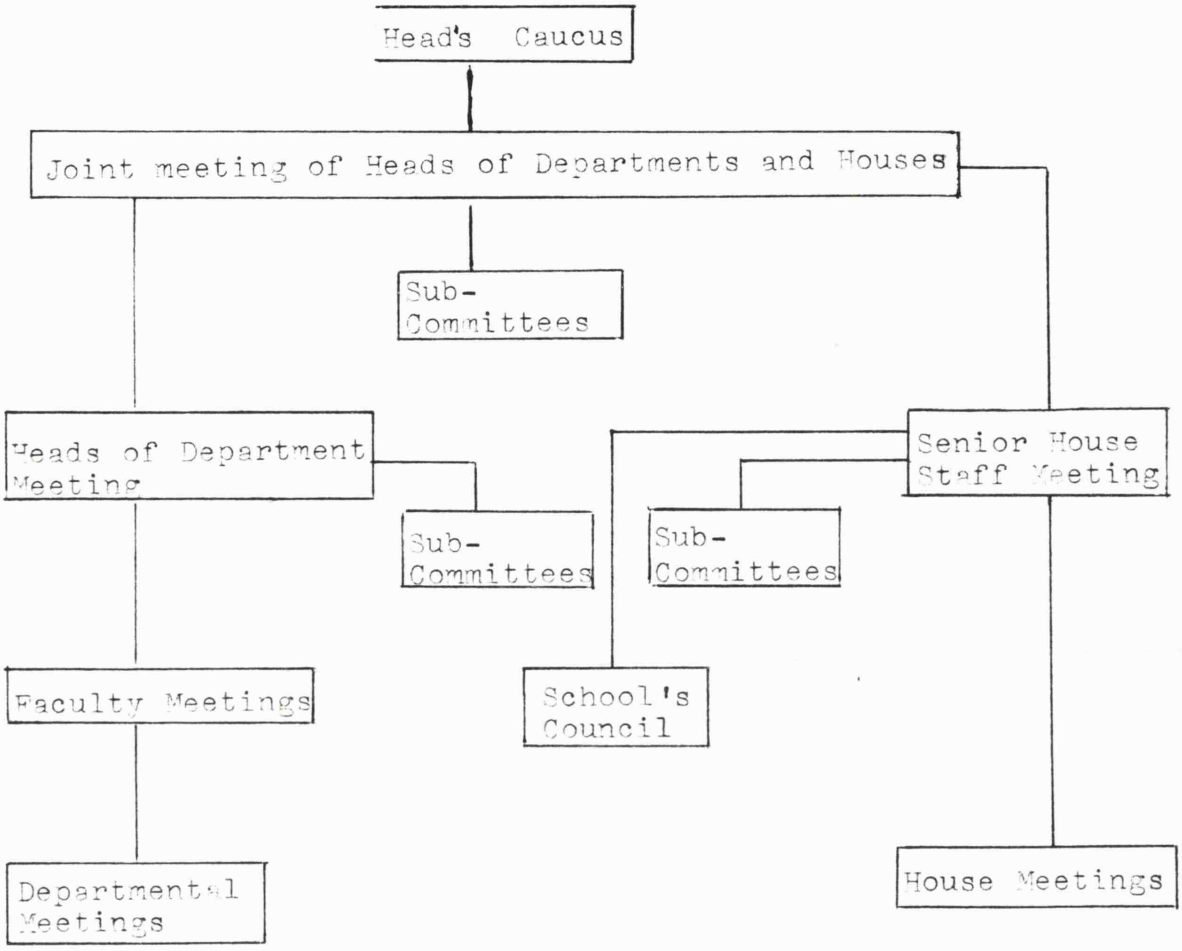


Diagram illustrating the Committee Structure in Queensacre School.

Figure 11.

might be termed 'outside bodies', as they were not integrated into the day-to-day management of the school, are contained in Appendix G .

Queensacre School with it s stable and well-documented structure can be seen as possessing an internal climate which was having to cope with the changes created by the fire and the development of new buildings. This process, which was envisaged as a smooth evolution to a'new' school, was interrupted by the discussion concerning the reorganisation of the education provision for the sixteen to nineteen age group. As well as this the School was being exposed to an environment in which a number of interested groups were questioning the local schools' roles, finances and academic provision.

The criticism of schools is not a new phenomenon, but the voicing of public concern is now far better articulated and widespread. Da lin (1978) commented that "education systems have become large and complex organisations. Strong interest groups outside and inside the systems have become gatekeepers of vested interests. Since these interests are often in conflict, schools are paralysed". The obverse of this statement is also a possibility that if the outside interest and public concern is in harmony schools may be propelled along a line that even staff members may be against.

Changes in the provision of educational facilities in financial, physical and policy terms came together in a way which affected individual schools including Queensacre School, in the Bristol area. During the research period there was a proposal being considered to reorganise the educational provision for the sixteen to nineteen year old age group. Queensacre School being one of the schools under consideration was to be affected by any proposal in this area. The uncertainty of future developments seemed to influence the discussions and outlook of the Queensacre staff.

A direct question relating to possible reorganisation in the above area was first tabled at a meeting of the Education Committee on the 26th July 1977. At that stage the Director of Education stated that he would report back after the next round of sub-committee meetings. At the September meeting the School's Sub-committee stated that there was no universally acceptable provision for the sixteen to nineteen age group within the area that could be applied and that any form of reorganisation thought necessary should be kept to a minimum. The Sub-Committee acknowledged that there were a number of very small sixth forms and yet the size of the viable sixth forms recommended by the Department of Education and Science was seen to be too "unnecessarily precise". The School's Sub-Committee recommended that the reorganisation should be formulated so that it was appropriate and acceptable to the area. In order to establish the recommendations the Committeee advised that the existing school provision and the impact of falling roles be considered and that all options be explored, including that of the sixth-form college. To assess the acceptability of the various proposals it was decided that a consultative paper, which indicated the Education Committee's proposals, should be prepared for issue to parents, public and interested bodies. In the first instance the proposal was going to embody the idea of a sixth form college for the whole area to be based on the Queensacre premises. (Within the area the school had the largest sixth form). The college was proposed to run in close co-ordination with the local Technical College and the consultative document invited written comments and ideas.

At the following meeting of the Education Committee in November it was said that the document would be available soon. No mention was made of the document, or the consultations, until January of the following year

when it was stated that consultative meetings were taking place and a report would be available in May.

During the month of January 1978, a number of crucial meetings took place. Queensacre School held meetings of Governors, staff and parents to consider the proposals. The Governors voted in favour of a sixth form college on their school site and a letter, noting their desires, was sent to the Director of Education. The letter also contained the information that the voting had been twelve to two in favour of the college proposal. This was supported by a letter from the Headmaster, on the 27th January, advocating the provision of a sixth form college on the Queensacre site. However, at both the staff and parents' meetings, attended by eighty and two hundred and fifty people respectively, the majority were in favour of eleven to eighteen provision at schools within the area and not the provision of a sixth form college. There were sixty other meetings within the area and it was in May that the result of these consultations emerged.

The Schools' Sub-Committee report in May was based on the reactions to 11,000 circulated copies of the consultative document and the public meetings in the catchment areas. The report recommended rejection of the idea of a sixth form college and the amalgamation of four schools into two units to provide better facilities, joint sixth forms for two other schools, the extension of another school to provide sixth form facilities and the two large eleven to eighteen schools to remain as they were. Only some members of the Queensacre School and one other school had shown any enthusiasm for accepting the idea of the sixth form college and the majority of the local population were against restricting the provision of eleven to eighteen education in the area.

At the same time as the report was being assembled a problem specific to Queensacre School was raised, the solution to which was likely to be both affected by and affect the reorganisation plans. After a fire at the Queensacre School in August 1976, the School was provided with temporary accommodation while a new section of the school, 'The Core Building' was built. The cost of the building was £174,000 and was covered by insurance, together with inflation charges, up to August 1978. The predicted extra cost of building beyond August was envisaged as £32,000, and was having to be considered for loan sanctions. The County Treasurer raised this point in relation to the reorganisation, especially when it was seen that the school population would be reducing, (see Figure 12).

In September 1978, when the fieldwork began, representatives of the education Sub-Committee were discussing with the local district councils the reorganisation plans by using both private consultations and public meetings. The result of all the consultations were not revealed until March of the following year. Reactions to the unresolved proposals were seen in the school between September and March.

The P.T.A. sent a petition to the Director of Education and the Education Committee expressing both concern over the educational provision under the proposed reorganisation plans and shock at withholding the insurance monies, despite the accommodation at Queensacre School being less than that prior to the fire.

The petition precipitated a meeting between the local M.P., the Director for Education and the P.T.A. The advice given at the meeting, as reported to the Education Committee, was:-

Statistics Related to School Population in Avon County

(Figures by 10^3)

Year	1977	1978	1979	1980	1981	1982	1983	1984
County Population	918·4	919·8	921·6	923·4	925·4	928·0	931·3	935·4
School Children								
Five +	84·1	81·7	78·7	76·2	73·0	70·1	66·9	64·8
Secondary School	70·2	72·2	73·4	73·2	72·5	70·8	69·5	67·4

Figure 12.

a) None of the balance remaining in insurance had yet been allocated.

b) No decision on the future use of the money could be considered until the Secretary of State's decision on the Committee's eventual proposals for reorganisation had been received.

c) When future plans were resolved by the Committee and the Secretary of State, necessary building work or adaptions would be carried out within the balance of the fire insurance monies.

The final proposals, referred to above to be forwarded to the Secretary of State, were made in March. They proposed the creation of four new sixth-forms and retained the two existing eleven to eighteen schools, of which Queensacre was one. This result was not welcomed by the Headmaster of Queensacre and the indications of the effect of the reorganisation debate on the interal climate of the school are noted in the next chapter.

CHAPTER SIX

RESULTS

"The focus is on people, not because we are unconcerned about organisations but because people create and maintain organisations. Also, it is people who must design, accept and implement changes that are required to keep the organisation in a healthy state".

Chris Argyris (1971).

The results sequence records the activities and analysis carried out during, and after, the period of involvement with the school. The lengthy interviews, comments and records of meetings have been reduced and edited to emphasis salient features noted by both staff and the researcher as important communicated influences on decisions and decision-making in the school.

The results were recorded over an academic year. Thirty-five meetings involving staff were attended by the researcher during the year. The types and number of meetings were as follows:-

Full staff	7
Head of Department	9
Joint Heads of Department and Senior House Staff	8
Faculty meetings: Science	8
Humanities	1
School's Council	2

Interviews were held with the staff involved in the decision-making process at a Heads of Department and Senior House Staff level. There were thiry-five members of staff at and above these levels. Four of this number were the Headmaster, First and Second Deputy and Senior Master (Head of Houses). Of the thirty-five staff, thirty-two were interviewed individually. The interviews were informal and unstructured. They did, however, cover the same subject areas. The agreement to (and involvement in) the interviews was a voluntary decision of each individual member of staff.

The opportunity to become more involved with the school arose in September and October when a supply teaching post became available and the researcher was able to spend eight working days in teaching and being involved in the day-to-day activities of the school and, in particular, the Science Faculty staff. The researcher also took the opportunity of being introduced to the school and its organisation by joining the teachers taking up posts with the school in the 1978/79 academic year on their induction course. This included a whole day full staff meeting at the beginning of the academic year.

The total formal involvement with the school and its staff amounted to 300 hours. Throughout this time written notes were kept on both the feelings, reactions and statements of the staff, plus the personal thoughts and feelings of the researcher. On an informal basis the researcher met staff at coffee and lunch breaks, and travelling with staff to and from the school in shared transport.

The resultant material is reviewed in four section:-

a) The entry into the school.

b) The major discussions of issues during the year.

c) The personal views of the staff.

d) The involvement of staff in the research project and the development of a research method with interested staff.

a) The entry into the school could be seen in three phases:-

i) The meeting of new members of staff.

ii) The initial staff meeting.

iii) The first formal round of meetings and discussions.

i) The induction meeting of new staff took place with the Headmaster and a member of the senior staff present (two Deputy Head Teachers, Senior Master, Assistant Head of Houses, Director of the Sixth Form and his Senior Tutor and the Head of the Science Faculty). There were fourteen new staff present and the researcher. The majority of new staff were taking notes so it was appropriate and inconspicuous for the researcher to write notes recording the proceedings. The researcher was apprehensive of the new situation. The formal negotiated entry procedure had been completed and the 'negotiations' to derive the confidence and co-operation of staff had now to be undertaken. The reception was helped by the informal conversation around coffee and biscuits before the formal meeting began. The Headmaster gave the impression of confidence, dominance and efficiency in controlling proceedings, both by giving procedural instructions and information.

The introduction of those present was done by the Headmaster with humourous comments on such items as holidays, or additions to the families of individuals. The Headmaster, in contradiction of the agreed approach with the researcher, introduced the researcher as a watcher who "people should beware of in case things might be taken down and used in evidence against them". The meeting was not one in which such a comment could be contradicted. However, the comment did provide a point of discussion with other staff and seemed to assist, rather than hinder, the development of a rapport with members of staff.

The headmaster placed emphasis on his "wheel image of management," rather than the hierarchical structure often envisaged by people. There then followed an encouragement to communicate to and with other members of staff in order to gain maximum assistance from them during the 'newcomers' initial period in the school. To assist with the understanding of the machinery governing school activities, the school handbook was used as an instructional booklet. The Headmaster emphasised the structured and ordered aspects of the school which he said, "allowed as much time as possible for the pursuit of purposeful work". In commenting on his relationship with staff, the Headmaster said he wished for a "collaborative" environment to predominate, "not in the revolutionary sense" but in "the co-operative sense when a network of connecting structures to help children" was developed. He went on to discuss areas of responsibility both for himself and new members of staff. The latter were referred to the staff handbook for specific items, such as teachers' responsibilities at times of staff absence. The Headmaster emphasised the hope that there would be a close relationship between staff and signified this could be helped by the use of christian names which were listed in his

handbook. In the description of his own role with staff he said he considered himself to be, for 99% of his time, a staff member in being firm, fair and friendly, but for 1% of his time he had to be another person as he was responsible for discipline in both staff and pupil bodies. He added that he hoped this would not prove an insurmountable barrier. "This barrier should not prevent staff from seeing me, and my door is open from 7.45 a.m. to 5.00 p.m." were his closing words.

The briskness and businesslike atmosphere was one he felt important and he attempted to keep this throughout the meeting. He explained that such a start showed purpose and could only be regarded as good.

In a private meeting following the induction day, the Headmaster seemed less optimisitc and the prospect of the new academic year, with difficulties over buildings, a split site and new building in progress, was not seen as easy.

ii) The first full staff meeting took place two days after the induction meeting. The day was regarded as an administrative day in preparation for the academic year. The day's business was divided into two broad areas. General school matters were dealt with in the morning and the afternoon was devoted to Faculty and Department meetings.

The morning's administrative meeting was chaired and steered by the Headmaster, with Deputies being invited to take part at particular points in the agenda. There was little involvement of the other staff. Information was given relating to the financing of the building programme

and that important meetings were to be held with the Director of Education and other county officials in relation to the planned new buildings, (see Chapter Five). Although the Chairman of Governors was present he did not comment on this topic and was not invited to do so. As the meeting proceeded with examination results (coupled with the aside comments that the teaching should not be geared just to examinations), "dinner" duties (comments made as if to pre-empt any 'industrial' action by union members), and the changes of dates of functions in the school calendar, the staff became restless. The latter item was dealt with by the First Deputy Head who was interrupted part way through the item by the Head of Physics. The Head of Physics requested that the long list of items be posted on the notice board as the dictation of the changes seemed "a waste of time" and "one needed to get on". The point was raised in a somewhat hesitant way, but the response by the Headmaster, coming to the defence of the female Deputy, was to characterise the relationship between the two men throughout the year. The Headmaster was brusque, dismissive and critical of people who had to rush this administrative day because they had not made adequate preparations for the beginning of the year. The swift intervention and sharp rejoinder seemed an overreaction to the request, but such initial reactions to comments on the organisation of activities were to be seen throughout the year.

Other matters arising during the meeting were related to the allocation of stationery and the change required in the process by which pupils in the third year selected a range of subjects to be studied in the fourth and fifth years prior to public examinations. The third year pupils of the academic year were the first fully comprehensive intake. Prior to

this all pupils had been considered able to take five selected subjects, plus 'core' subjects, to public examination level. Provision had to be made for the 'options' system to be suitable for the 'less able' child. The Headmaster explained the position in these broad terms and asked that ideas and suggestions be brought forward to the Heads of Faculties, Departments and Senior House staff for consideration. Departments and Faculties were encouraged to discuss the situation and to develop ideas about how they could contribute, through their specialisms, to development of courses. Emphasis was laid upon inter-faculty or inter-departmental courses and the provision of extended time periods in subject areas in order to restrict the number of subjects undertaken by pupils unable to meet previous expectations.

Following the 'academic' business meeting the staff responsible for Sixth Form and main school pastoral matters went to separate meetings. The researcher attended the main school pastoral meeting as the majority of staff worked in this area and, if the options choice was to become a major decision-making process during the year, the main school pastoral staff would be directly involved. The Chairman of the meeting was the Head of Houses who was a member of the Headmaster's caucus (Headmaster, First Deputy Head (female), Second Deputy Head (male) and Head of Houses). There was no major discussion on any contentious issue and the meeting was administrative in nature. The form of the meeting was dictated by the areas of responsibility listed in the staff handbook for pastoral staff. The Chairman took the points as the items on his agenda and directed staff members attention to detailed items. The meeting was directed from the chair with little involvement of other staff members.

During the afternoon of the first full day, the Faculty meetings were held. For this first round of meetings, and because of the need to see continuity in content of the meetings, the researcher attended and involved himself with the science staff. The initial reaction of the researcher was to use a similarity in background to create an identity between himself and staff members in the Science Faculty. Although this approach helped, the business content of the first meeting was so great and relevant to issues developing in the school, the researcher concentrated his involvement during Faculty meeting times with the Science Faculty.

The first meeting dealt with administrative details over such items as capitation and its allocation with the Faculty, and safety procedure inside laboratories. The newly appointed Head of Science (Head of Biology in the previous academic year and now holding both positions) gave encouragement to staff to become involved in the combined science course being taught in the lower part of the school. He said he was looking to develop this internally-devised syllabus further and hoped staff would provide further comments and ideas.

The Head of Science then broached the problem of pupil subject choice in the third year in preparation for the fourth year. He stated that any re-orientation of subject choice could affect the Faculty because science subjects were spread throughout the choice pattern. Any interest declared in a constructive manner was seen as being likely to accrue benefits in financial, resource and pupil number terms as far as the Faculty was concerned. Discussion then followed amongst staff: their major points were those which restricted any development the individual departments or the whole Faculty were likely to consider. The points were:

a) The Headmaster's insistence that pupils should not be allowed to study three pure science subjects to 'O' or C.S.E. level.
b) The introduction of the subject "project technology" which was scheduled as a design option rather than a science subject. The ideas involved in this subject area were seen to cross the Physics syllabus material. There had been no consultation between departments on the teaching of Physics in both subjects to create a co-ordinated approach. Comments were passed on the fact that the establishment of Project Technology as a subject had brought extra finance to the Design Faculty which would have been warmly received by the Science Faculty at a time when costs were rising dramatically.
c) The timetable was viewed as restrictive by the Head of Physics. Due to the fact that particular subjects in Science were timetabled separately, the Science staff found pupils' science subject choice was dictated by the timetable. An enabling feature creating greater flexibility was seen to be a blocking system for science, within which Science staff could advise pupils about their choice and also determine the pattern by which subjects were taught.

These points were to occur in meetings that followed this first day. The review of the meetings indicates the structure, responsibilities and patterns of meetings which was to follow during the year.

The initiative and broad guidelines were derived from the meetings involving Heads of Departments, Faculties and Senior House staff. The items would then be discussed at a Faculty or departmental level, with the representatives returning to the main meeting with particular information.

The first day's business also revealed an issue which was to dominate the rest of the academic year's discussions: the provision of an adequate choice for the less able reaching the fourth year in the school was to become a priority.

b) Issues and meetings during the year

As the year unfolded three issues arose which were seen as fundamental to the educational and social aims of the school. The first, mentioned above, was creating facilities for pupils to make subject choices appropriate to their ability. Secondly there was concern shown over the involvement of staff on residential courses and 'out of school' activities with the pupils. Thirdly, it was felt that General Studies in the Sixth Form syllabus was not being used to maximum educational benefit and redesigning the framework for teaching the subject might establish a more effective approach.

To understand the background and individuals involved in all these debates the researcher began rounds of individual interviews with those involved, attendance at all meetings and formal discussions, and gradually, as rapport was established, became involved in informal discussions with staff in groups or as individuals.

1) The "options debate"

Prior to 1979 the selection of subjects for the fourth year of study had been established. This enabled pupils to study seven subjects to C.S.E. or 'O' level. The study pattern was as follows:-

All pupils studied English (five periods), Mathematics (five periods), Physical Education (three periods) and Moral and Social Education (two periods). As well as these subjects pupils were allowed to make a guided choice in optional subjects, one subject being chosen from each of the colums in the following table:-

1	2	3	4	5
Physics	Geography	Project Technology	French	Geography
Biology	History	Technical Drawing	French Studies	History
Motor Vehicle Technology	Latin	Art and Pottery	Metal Design	Typing
	German	Home Economics	Technical Drawing	Chemistry
	Typing	Needlework	Home Economics	
		Music	Art	
		Wood Design		

The changes required during 1978/79 for the choice of subjects at the beginning of 1979/80 was caused by the first truly comprehensive intake being in the third year of study at the school. Within this group were a number of pupils who were considered unable to cope with the demand of studying seven different subjects.

The sequence of meetings and major issues raised at the meetings were as follows:-

Date	Type of meeting	Issues raised
4th September	Staff meeting	Request for ideas. Interdepartmental courses. The academic level of pupils.
4th September	Science Faculty	Constraints of timetable and attitude of Headmaster.
11th September	Heads of Departments	Faculties posed with problem of how to cope with lower ability. Double time to be spent by less able on subjects. What should comprise common core?
18th September	Science Faculty	Question of the end qualification desired. Debate over the three applied sciences:- Motor Vehicle Technology, Environmental Studies. and Project Technology. Suggestion of science as a five period subject.

25 th September	Senior House Staff and Heads of Department	Each subject department asked to state their provision for the less able.
9th October	Heads of Department	Report from the Headmaster detailing poor prospects for money and staffing.
16th October	Science Faculty	No discussion.
13th November	Heads of Department	Information requested by staff on specific numbers and ability of lower ability pupils. Discussion of certain subjects becoming 'sink subjects'. Proposals of science as a core subject. Debate over policy of creating an identifiable group.
20th November	Science Faculty	Proposal to increase the science staffing allocated to column 1 on the options choice. This would create greater control over science teaching by science staff. Comments on unsuitability of present Motor Vehicle Technology course as a subject for less academically able. Dispute over consultation on General Science syllabus.

27th November	Senior House staff and Heads of Departments.	Presentation of Notion A (all pupils study core syllabus. Less able study four from option list, two of options for one and a half normal time) and Notion B (Drama is included as a) part of English, b) part of Games (non-examinable) or c) as an option in choice 2 or 4) by Headmaster. Discussion of room facilities for less able.
11th December	Heads of Departments	Acceptance of Notion A, proposing six period Science and Humanities Subjects.

1979

15th January	Heads of Departments	Discussion over option subject titles.
29th January	Heads of Departments and Senior Staff	Discussion over the provision of Drama as an option or part of an activity. Options ratified.

Final List of Options Choice at Fourth Year

Core subjects

English ..... 5 periods

Mathematics ..... 5 periods

Moral and Social Education ..... 3 periods

Physical Education ..... 2 periods

Options - four periods for each option but less able to take two options of six periods (denoted by one and a half) and two options of four periods.

Option 1	Physics, Motor Engineering, Biology, Science (1½).
Option 2	Geography, History, Drama, Typing, German, Social Studies (1½).
Option 3	Art/Pottery, Home Economics, Needlework, Technical Drawing, Project Technology, Music, Design (Wood).
Option 4	French, French Studies, Design (Metal), Technical Graphics, Home Economics, Art.
Option 5	Geography, History, Typing, Chemistry, Science (1½), Social Studies (1½).

All meetings were chaired by the Headmaster, except the meeting of the 25th September which was chaired by the First Deputy.

The record of the debates during the meetings was kept in long hand form until the major discussions had been complete. Interviews took place and pieces of written information were received during the period of debate. The minutes were then discussed with participants and the main features elicited as they perceived them.

These features divided themselves into three broad categories:-

Information giving.

Information seeking.

Making proposals.

i) Information giving

The Headmaster gave the majority of the information relating to the reasons for a consideration of a new approach to the options system. He also provided the stimulus for ideas in the initial instance.

The bulk of information from staff came when each departmental head was asked, at the meeting on the 25th September, to list the provision that was (or could be) made available to less able children. The salient features of each subject's contribution were as follows:-

English

Department unanimous in not wanting a separate group for this year (a Remedial group) but they envisaged some form of additional C.S.E. group with extra staff - all pupils in the Year to be examined - no withdrawals.

Mathematics

Maths. Department felt that all pupils needed Maths (not just Arithmetic). Recognised that there may be a group unable to cope with existing C.S.E. They were investigating a joint limited Mode 3 for the Avon Area, still under discussion. A non-examination group is not envisaged for this year.

H.R. questioned the validity of a special Mode 3. It was explained that there could be course work and possible continuous assessment over the fourth and fifth years.

Humanities

This would be a smaller group with a greater spread of ability in History/ Geography/Religious Education. It was suggested that, if possible, the Social Studies option should be renewed - would investigate the possibility. These subjects accepted all "takers" and agreed that extra time would benefit some pupils, but this meant that the group would have to be identified.

Science

This group had discussed 1980 onwards - they felt that if Science was a compulsory option (opinion divided in Faculty) they would need nine groups, not seven, across the year to accommodate less able pupils in smaller groups - it may be necessary to introduce a special scheme, "Science for Living" but only possible if group identified. Discussion about the place of Project Technology - Science v. Design. It was felt there should be guided choice for 1979/80 in more groups (nine to ten). Also queried whether a science should be compulsory for all pupils.

Design

1979/80 - no change except that C.S.E. Art would be offered(already being introduced this year). The year following would present more difficulties - double time in Design subjects was not unanimously wanted. There may be a special group (which would have to be identified) of non-examinees or a special examination written.

Languages

This department decided that pupils should not be given the choice of French or German if they had not studied the subjects in the first three years. It was not envisaged that an alternative second language would be introduced. Possibility of two French Studies groups, if needed.

Music

Course needs re-thinking, but for 1979/80 'O' level Music only will be offered.

Commerce

It was felt that present C.S.E. course was not suitable.
R.S.A. far too difficulty. Course needs re-thinking.

Following these items, members of the committee envisaging proposing new examination courses were advised to note that "there will be one examination only in each subject in 1985 for sixteen year olds". The staff member dealing with examination entries felt this would be important and affect new course, especially Mode 3 courses which took two years to become established.

Up to this point in the proceedings the information given seemed to provide momentum for ideas. However, on the 9th October the Headmaster addressed a meeting of the Heads of Department. The Headmaster was in a very sombre mood and he detailed proposals for education in the area which would a) keep Queensacre as a six form entry school and b) allow only a small Sixth Form.

The Headmaster gave his view of the implications of such proposals. "They would", he said, "reduce staffing and the capacity to block groups in the timetable and partially set groups". The Headmaster deduced two alternatives for the option system and the less able pupil in the light of the proposals:-

a) That the option system should remain the same and the less able should sink or swim; or,
b) that mixed ability teaching should be employed throughout the school.

The atmosphere in the meeting was tense and the Headmaster abrasive in responding to questions or interruptions. Staff seemingly drew back from involvement and there was no debate on the matter. The information, and the dramatic way in which it was given, effectively stifled any previously generated enthusiasm.

Information received by members of committees after this date related to estimates of the number of pupils in each year who would be graded in the less able category. Such estimates ranged from twelve to six, with the size of estimate depending upon different departments' modes of assessment.

The final major piece of information given to the meeting was the proposal of two ways of providing courses for the less able: Notion A and Notion B. Both proposals were made from the chair. The acceptance of the notion providing six periods in each of the Science and Humanities' options, together with four periods in each of the two other options and fifteen periods from the core subjects for the less able, was announced by the

Headmaster. The announcement was made 'after' he said, "agreement had been reached with both the Science and Humanities Faculties prior to the meeting".

ii) Information seeking

Information was sought by staff in a number of different areas. One of the main organisational considerations was whether a policy was to be adopted by which the group of less able was to be dealt with separately. Many staff expressed the opinion that the formation of 'sink' groups or 'sink' subjects was not compatible with their approach to teaching. The head of Humanities, although sympathetic to the above view, felt that to realistically plan courses then an accurate estimate of the number of pupils likely to form the group was required. The numbers expected in the group ranged from twelve to six (as explained earlier) and no definitive number was ever given.

The Headmaster raised the question of the qualifications that could be gained by the less able following an options course yet not considered capable of externally validated examinations. Discussion around this subject gave a range of ideas from a school certificate specific to Queensacre through to a production of a file of work. The subject of determining the range and appropriateness of the possible qualifications was left in the hands of the Head of Remedial Studies. A report on this item was never produced before the committee in the whole of the academic year.

In both the areas of information-giving and seeking the facts on which any discussion was based were presented verbally. No written papers, or examples of approaches from other schools, or documentary evidence on ability, numbers or appropriate end qualifications for the pupils were ever tabled. The minutes of each meeting were written up in a brief form and posted on the staff notice board, but never referred to in either meetings or personal interviews.

iii) Making proposals

Initially proposals were requested for ideas relating to courses for the less able. From the list of topics mentioned in section i) very few departments were prepared for the wide range of abilities and those proposing courses did so in very general ways. Although the proposal of Notions A and B established the 'new' options in broad administrative detail, the courses to satisfy the pupils' needs in the six periods never appeared before the major staff committees.

The courses eventually employed were:-

a) Social Studies - a course developed and used in 1975 by the Head of Department, its level was C.S.E. Mode 3. The Head of Humanities remarked that "In the light of the information available the course might as well be reinstated".

b) Science - the course was written between the 11th December 1978 and 9th January 1979 by the Head of the Science Faculty. The title was "Science and its direct relation to everyday life" and was assembled from"A.E.B. and other syllabuses with a practical orientation". The

course was never presented to the Science Staff for consideration. "If I (Head of Science Faculty) show it to a meeting, Peter (Head of Physics) will only laugh." Prior to the course being forwarded to the C.S.E. Examination Board for approval in February the researcher felt the course tended to be too theoretical for the envisaged target population. The one extra practical facility that the Head of Science envisaged attempting to provide to give extra facilities for the pupils was a beehive.

The limited consultation prior to the academic proposals being forwarded constrasted with the proposals made and discussed by the Science Faculty concerning the reorganisation of the option system to provide the Science Staff with greater autonomy. The proposals were for either a) science to be regarded as a core subject or b) science to be the only topic in one of the option lines. The proposals were developed by the Head of Physics who subsequently raised it at a major meeting, only to have the proposals mockingly received and dismissed.

The need for a greater autonomy was desired by all Science staff because they felt some pupils, who would benefit by studying three science subjects to 'O' level, were being deprived of the opportunity. This deprivation was perceived as being caused by the requirement, supported and maintained by the Headmaster, that all pupils should pursue a design topic from option group 3.

The administrative proposals that were successful, in particular Notion A, were suggested by the Headmaster. Prior to the matter being raised at the meeting of 27th November, the Second Deputy Head had informed the

Head of Humanities of the proposal. The Headmaster, in a private conversation just prior to the meeting with the Head of Science, disclosed the proposal as one from "The Humanities Faculty". The Head of Science was also informed that it seemed an agreeable solution to all concerned. Other staff members expressed the feeling, at a later date, that they were really being presented with a 'fait accompli' which satisfied administrative needs. The reflections on the 'Options debate' will be referred to again when the results from other methods of deriving information are presented.

2) The consideration of out-of-school activities

Queensacre School took the opportunity of allowing second year pupils, under the guidance of House Staff, to spend a week at a residential centre. The centre could only cater for twenty-four pupils at any one time and could only be used during term time. The traditional term for such visits was the autumn term. Three staff were normally with the pupils throughout their period at the centre. Due to the fact that the centre required self catering and that staff were "on duty" for twenty-four hours a day, the staff considered the duties demanding. Some help had been received from Sixth Formers in dealing with some of the "chores" attached to the centre but such help had proved unsatisfactory. The House Staff, therefore, considered that four members of staff should be allowed to accompany the pupils on such visits. The proposal of increased staffing was seen by the Senior House staff as a means of encouraging all House Staff to become involved in the residential schemes. The previous academic year had seen only two groups take the opportunity to use the centre. On the whole, House Staff

felt there was great social value in being involved with the pupils in such circumstances. The reduction in the number of groups attending the centre was seen as depriving many pupils of a beneficial experience. Following a request to the Head of Houses that the proposal for four attendant staff be put to the Headmaster, a meeting was arranged between the House Staff and the Headmaster. The meeting sequence following the proposal was as follows:-

Date	Type of Meeting	Issues raised
1978		
5th December	Senior House Staff (Headmaster attending).	Matter raised
11th December	Heads of Departments	Headmaster introduced the proposal for information in relation to the next agenda.
1979		
29th January	Heads of Departments and Senior House Staff	Conclusion unable to be drawn. Working party established.
26th February to 26th March	Working Party Meetings	From consideration of the terms of reference to a report.
21st May	Heads of Departments and Senior House Staff.	Report received, Implications discussed. Report left on table.

Following his involvement with the Senior House Staff, the Headmaster raised the proposed commitment of extra staff to out-of-school activities at the Heads of Department meeting. The matter was only raised for information but the Headmaster was able to present his viewpoint. He considered the demand on staff time, and particularly the 'cover' system, was going to be far too great. During the time period that the second year groups were on their residential courses, four staff would be away from school duties for each of the six weeks needed to cater for all the second year pupils. The problem, the Headmaster envisaged, was increased duties for staff remaining at school because the supply teacher support was more a theoretical solution than a practical one. The quality of staff involved with the second year pupils was also mentioned. It was perceived that the more active and 'involved' teachers would be seen as those who would be away from school activities, which placed an even greater burden on the shoulders of those covering their absence. This viewpoint was supported by the First Deputy Headteacher. A suggestion that the matter of the residential course supervision should be seen in the context of all other 'out-of-school activities' was made by the female Sixth Form Senior Tutor. This point was to be taken up at a later meeting.

The meeting on the 26th February started with the item relating to residential courses as the first item on the agenda. The subject was introduced by the Headmaster stating both the Senior House Staffs' request and the Headmaster's previously state position. In addition, he expressed the opinion that the second year expedition should be viewed

alongside the school's commitment to other 'out-of-school' activities. Examples of such activities were Sixth Form conferences, field trips, the Ten Tors expedition and Duke of Edinburgh Award activities. These examples were immediately picked on and challenged by a member of the Humanities staff as being activities for the "intellectually and academic elite, whereas the second year camp was for all and thus non-selective". The comment was countered by a statement from the Head of Science that the "field trips were an essential component of the Biology syllabus". Following these statements few comments were made. Pauses grew longer and committee members seemed unwilling and unprepared to comment. The Headmaster finally proposed the establishment of a staff working party to assess the problem and report back with their findings. The House Staff commented that this process might take a long time and residential accommodation had to be reserved well in advance. The Headmaster would still not agree to the use of four staff on the next residential visit. The Head of Physics asked what the terms of reference of the working party should be. The Headmaster stated they should be broad enough to consider all 'out-of-school activities'. In answer to a point raised by the male Senior Teacher, the Headmaster stated the findings of the working party would be considered but would not be binding on him. Very swiftly the process was agreed and a committee of eight named. The eight members came from academic, pastoral, activity and administrative quarters and the committee was given the power to co-opt two other members. Seemingly with no previous thought the Headmaster suggested the male Senior Teacher as Chairman and this was agreed. At a later time, in an informal meeting,

it was confirmed that the Senior Teacher had been approached about the chairmanship prior to the meeting. The working party met on four occasions, each being during the lunch hour, under the following terms of reference:-

"Working Party looking into Staffing for all events which are outside the timetable

Terms of Reference

1. Consider what loading of absence the school can bear i) at any time ii) throughout the thirty-eight weeks of the year in order to meet primary commitments and maintain educational standards.

2. Consider what priority should be given to residential courses, day visits, staff in-service, compassionate absence, field studies, games fixtures, activity programmes, Duke of Edingburgh Award Schemes, Examination Board commitments, and so on.

3. Consider whether calendar timing may not be the way of reviewing the above most profitably. Also asking whether appointed pupil/student commitments/locations may not be reviewable".

The terms were written by the Headmaster and forwarded to the Working Party just prior to its first meeting.

The evidence the working party considered was made up of

a) a complete breakdown of all staff time spent out of school on official duties during the past academic year.

b) the supply teacher situation.

c) the school timetable during the year, paying particular attention to examinations, sports' days and special functions,
d) the priorities given by members to the activities considered.

The report was finally placed before the meeting of Heads of Departments and Senior House staff on the 21st May. The complete report is reprinted in Appendix H.

The debate on the report became heated, with members of staff having a vested interest in some activities challenging other staff and their organisation of activities. Direct questions such as "Do you need to take House Staff?"; "Can't you find another venue at another time?"; Can't you send supply teachers with the trip?" were voiced. The Headmaster questioned the use of certain words in the report such as "automatically" (item 2 paragraph 4) relating to staff training and was at pains to point out the difficulties raised by a greater allocation of staff to activities. The discussion degenerated into members of staff making statements and minor points with the view developing that an alternative venue for the second year exercise should be investigated. If the venue was able to cater for the pupils towards the end of the summer term then this, it was felt, would solve a lot of the problems being discussed.

The Headmaster brought the discussion to a close and the matter was not raised in an open meeting during the rest of the school year. Viewing the reactions, the chairman of the Working Party remarked later that he felt the Working Party had been used to defuse a situation which could have developed to the point of House Staff refusing to supervise 'out-of-

school activities'. He also felt that the Headmaster would use the report at his own convenience.

The Working Party considered authoritative written factual information and, due to the wide variety of interests in its compostion, was able to consider the Qualitative aspects of the case as well. No formal consultations were held outside the Working Party meetings to establish viewpoints and very little was heard of informal discussions on the topic.

The instigation of the previous two discussions relied on the activity of the Headmaster. The third major discussion point, however, was raised and dealt with by an individual member of staff.

The female Senior Tutor to the Sixth Form raised the subject of General Studies at a Heads of Departments meeting on 12th February 1979. A discussion paper (See Appendix I) was presented to the committee detailing the present situation and the concern over certain points. Discussion in the committee centred on the dangers of creating an image of another academic subject if the suggested alternative system was adopted. There was, however, a feeling expressed by a number of staff that the creation of the opportunity for Sixth Formers to attempt to gain a further 'A' level was a good policy. The establishment of a coherent broad based plan for the subject was seen to be more likely to inspire interest in the overall subject rather than in narrow areas. In order to gain more opinions and allow teachers who were interested to develop subject areas, agreement was reached to hold a further meeting. The meeting was held on the 8th March, during the lunch hour, and seventeen staff members attended.

There were staff members present from the majority of departments and the Headmaster was also present. The Headmaster took no part in the discussion, remained slumped in his chair and changed his posture in such a way as to reduce his physical presence. The Senior Tutor was the chairperson and started the meeting by outlining the situation. The discussion was wide ranging and considered the following points:-

a) The range of subjects that could be provided.
b) The range of subjects that would be ideal.
c) To what degree the subjects met the demands of the 'A' level syllabus.
d) How staffing could be arranged in order to involve teachers other than Sixth Form tutors.
e) The time scale needed to provide a pilot scheme.

By the end of the meeting it was resolved that the proposed scheme should be tried and that notices for volunteers to teach subjects, either listed or of their own choice, should be placed on the staff notice board. The general view was that if staff declared an interest early enough then the organisational difficulties could be overcome.

The list was posted on the 9th March followed by an appeal at a staff meeting on the 19th March . By the 29th March very few people had added their names to the list and at this stage the timetable for the following academic year was being established. The opportunity to institute a change along lines commensurate with staff desires was thus lost.

The development of change by the committee structure was slow in comparison with the enthusiasm and vigour shown during meetings. The process of consideration of change by a variety of committees was instituted by the

Headmaster on his arrival at the school. The established round of meetings and debates could be considered as the backcloth against which other dramaswere played out. These dramascentred on individuals using the meetings as vehicles or sites for their own or other's ends. One item revealed such a situation when a senior staff member, who was also a staff representative on the governing body, raised the problem of the lack of finance to cover the cost of consumable items in such subjects as Chemistry. A very heated discussion followed in which the Head of Art complained about the allocation of finance out of faculty capitation for his particular subject. The internal faculty argument was suppressed by the Headmaster. The questioning of the distribution of capitation, however, precipitated a violent reaction in the Headmaster. His posture became hunched , his complexion ruddy and his answers and questions more pointed, until the point came when a comparison made between the method of allocation he adopted with that of another school provoked him into issuing a challenge to the staff in general. The challenge was to find a method of distributing capitation more equitably and as swiftly. The Headmaster then went on to reveal the capitation allowances made that year. The notification of such figures was normally done by letter to the Heads of the Faculties concerned. The resultant open publication of all capitation amounts was welcomed by most staff. This result was, to a limited extent, the renegotiation of an old order.

In conclusion there seem to be three main levels of committee discussion:-

1) The established committees, involving personnel of certain ranks, which were interlinked and very much under the control of the Headmaster in his position as chairman of crucial committees in the hierarchy.

2) The Working Party reporting back to the committees in the first structure with the resultant control.
3) The ad hoc committee working with full knowledge of everyone and relying on the enthusiasm of staff to establish its success.

The management of the meetings will be discussed further in the next chapter.

2) Personal interviews

When once a rapport had been established with staff, personal interviews were initiated. Interviews were only held a) with the full agreement of the staff member; b) at times convenient to the staff member so that up to an hour could be seen as available without interruption, and c) at a place determined by the member of staff which he or she felt would give the privacy required. Tape recorders were not used in the interviews at the request of the staff. Brief notes only were taken during interviews and expanded directly after the interview had taken place. In subsequent interviews the researcher checked with the interviewee the content of his notes relating to previous interviews. By this means the accuracy of the information and the perceptions of the researcher were checked.

Discussions were partly structured around the results of staff meetings, predictions of future action and questions relating to the sources of information which were influences on the views of the interviewee. Any item of interest or that the interviewee felt important was developed, and discussion on the point allowed to run its full course.

The initial interviews were usually based on the interviewee's subject or pastoral responsibilities in order to

a) gain familiarity with the structure of the school;
b) comprehend the vocabulary of, and its use by, the interviewee;
c) establish a familiarity with the individual and a basis for further discussions.

An analysis of the interviews was carried out under broad headings which covered items raised in each interview and had a relationship to the meeting records. The headings were :-

a) Reflections on the school and its organisation.
b) The school's present situation.
c) Individuals and the role they play in the school.

a) Reflections on the School

A number of senior teachers had been involved in teaching in the catchment area and the school prior to the school becoming a comprehensive school. Such staff had either taught in secondary modern or grammar schools. The majority of staff in the Heads of Departments positions and in posts of responsibility in the Sixth Form had grammar school teaching experience. The Head of Houses and some staff in the practical design area had been involved in secondary modern school teaching. There were also people teaching in English, Mathematics and Remedial areas with experience in both types of school. The understanding of other schools and their regimes was viewed as particularly important by the House staff

and staff from the academic areas of Mathematics and Remedial Studies. The latter point was used by staff in these areas of work to emphasise their capacity to understand the problems that were likely to be faced in the coming years with the complete comprehensive intake "working its way through the system".

The Head of Mathematics remarked on her contact with both feeder and other schools in the area in order to develop work cards and schemes appropriate to pupils entering the school. Although not having great experience of the lower ability pupil she emphasised her preparation for the wide range of abilities she expected the department would have to teach.

Both the Head of Houses and his assistant commented on their involvement with feeder schools and the liaison they attempted to create so that pupils entering the school would be adequately catered for. This work was noted by the Head of Remedial Studies and that, due to the timetable and workload, he was unable to assess the children in the feeder schools himself. These restrictions had 'hindered' his work in producing an appropriate diagnostic assessment which could be used in feeder schools so that all entrants to Queensacre had been assessed in the same way.

The lack of autonomy felt by this staff member was remarked on more strongly when he said, "my recommendation list for remedial action goes to a committee of the Headmaster, Heads of English, Mathematics, Humanities and Science, Head of Houses and his Assistant where a list produced by the Mathematics Faculty is placed alongside it. From these

lists and other comments a consensus is reached on the action to be taken in each case. This means my recommendations can be overridden". The provision made for remedial work was a withdrawal system, with pupils leaving French, Science and some Mathematics' periods early in their school career. The timetable of the remedial staff was thus created on the resultant timetable of other departments' negotiations and priorities rather than in line with the remedial staffs' own requests. The Head of Remedial Studies felt that the situation reflected the low status attached to his area of teaching.

The feeling of being in a secondary position was clearly resented by the member of staff, particularly as the subject was becoming so important in the school. This resentment was voiced by comments against the experience of the Heads of Departments whom he regarded as very academic. "The paper on Remedial Studies predictions of requirements was forwarded to the Deputy Head but never tabled. There is a feeling of not wanting to admit the problem exists and wanting to give an impression of high academic standards. Only a few departments understand the situation - Maths for instance - because the Head of Department goes out to feeder schools. English - because I am a member of their staff and Humanities because one of the staff deals with withdrawal groups. People will realise soon that children are coming up to take exams but are not able enough. People don't realise the extent of the problem and are 'making do' until the future of the school is clear". This was a distinct reference to the reorganisation in the Avon area and the possibility of the school changing its status. The interview providing a lot of this information was held on the 28th March,

when the provision of choices for the following year had been established. The Head of Remedial Studies had never expressed such views in meetings. During the meetings the Head of Remedial Studies had been requested to investigate the qualifications that would be appropriate for the less able pupils at the end of their course in year five. The report had not been produced to be considered by staff in any of the meetings. When this matter was raised the Head of Remedial Studies stated that documents had been passed on to the Headmaster in January, but they had not been used and "had not been returned despite requests".

The feeling that the remedial problem had not been understood was reinforced by comments from the Heads of Religious Education. The staff member also taught on the Moral and Social Education course and was a member of the team teaching Sixth Form General Studies. The demise of Religious Education as an academic subject was regretted, but the teacher was close to retirement and his concern was limited. The Head of Religious Education had a wide experience of teaching and, due to teaching in a number of subjects across the school, felt he knew the situation well. "From my experience as a Head of House," he remarked, "the difficulty with these children has not been fully realised. Difficulties are bound to arise when these pupils have to concentrate on the same subject for six periods - especially if the staff teaching them are not trained for this area of work". Despite this remark the member of staff expressed concern at the attention afforded to the lower ability range and not, "those at the upper end who are bound to suffer because of the mediocritysetting in".

In the remarks of all the previously mentioned staff there was the underlying concern for a true assessment and provision for the less able. None of them raised these points during meetings even though the opportunities arose. The points were not raised, partially because of the regard they felt others, particularly the Headmaster, might have for their views. The Head of Remedial Studies did infer that if information was presented to the Headmaster as chairman of a committee then that information should be used, which in his experience was not the case. The lack of information exchange, and planning in the light of that information, had led to a feeling of frustration amongst staff commenting on remedial provision for the less able. Similarly, a feeling of frustration was voiced by staff in relation to the provision of guidance and selection of subjects by pupils, during their fifth year.

The fifth form pupils, having discussed subject choice with their form tutors, went for final interviews with the Headmaster and First Deputy. The pupil was normally alone and only in difficult cases was it viewed as essential to have House Staff involved. Members of Staff who were in senior pastoral staff positions remarked on the Headmaster's instructions to give "strong comments from staff and parents supporting the pupils rather than anything else", on reports during the fifth year. These positive reports were seen as a justification in some cases for keeping pupils on in the Sixth Form. One Head of House remarked in relation to the directions relating to report writing that "there is pressure from both Heads to keep up Sixth Form numbers".

The decision to allow pupils to stay at school in the Sixth Form sometimes ran contrary to the express wishes and recommendations of form teachers. This power to overrule staff views was seen by many House Staff as a comment on their standing amongst staff. Even the Assistant Head of Houses felt this "lack of responsibility in my job as the First Deputy Head is involved with the'welfare and discipline of girls' (Staff Handbook) and accessible to pupils. She can and does intervene and duplicate work, allowing girls to play one against the other". The Assistant Head of Houses was even more forthright over pupils choosing options when there was little consultation if a child wants to change options. "The Headmaster or the Deputy Head tends to determine the eventual number in each group and that is it - guided choice!"

The lack of influence of the Head of Houses, his Assistant and House Staff was said by some to reflect a weakness in the staff. Pastoral staff regarded this weakness, particularly in the leadership of House Staff, as playing into the hands of the Headmaster and his strong academic leanings.

The Head of Houses was Head of Craft and Assistant Head of Houses was Head of Home Economics in the school prior to it becoming comprehensive in nature. Their appointment to Senior House posts was appreciated by the Head of Design Faculty when he started to develop the Faculty. Some staff did remark on the coincidence of the moves and the status of the Head of Houses and his Assistant was regarded by the commentators as people "given a sideways move - out of the way". Regard for staff in such a way was felt to reflect directly on the importance given to their positions, which in turn affected the staff working with them.

The staff re-organisation was commented on by the Head of Design and he said it gave him an opportunity to appoint staff who were younger and more sympathetic to "an integrated subjects approach" and "the broad educational patterns devised in new courses". The Head of Design took up his appointment shortly before the completion of the Design block and "with the support of the Headmaster" undertook the establishment of the Design Faculty. There was a very close relationship between the ideals of the Headmaster and the Head of Design. This support and relationship created resentment in other staff and seemed to affect the attitude of Science staff to the Headmaster, and the Head of Art to both the Headmaster and Head of Design. The Head of Art had been in the same position when the school was a grammar school and did not enjoy his present position as "head of a section in a faculty". The resentment had shown itself in the Head of Art not communicating or co-operating with other staff in the Faculty and raising intra-faculty issues at Heads of Departments' meetings.

In order to create the Design Faculty, subject areas were drawn together. These subject areas were Home Economics, Graphics, Art, Craft, Motor Vehicle Technology and Project Technology. A number of these subjects had specific items on their syllabuses which were similar to topics taught in Science syllabuses. The provision of Project Technology, with new facilities and equipment, was envied at a time of financial stringency by science staff. On the Design Faculty side, difficulties were seen in having to 'share' staff between the Science and Design Faculties for the technical subjects.

The one person caught in the middle of this was a probationary teacher who, in Science Staff meetings, had to bear the brunt of questioning, particularly from the Head of Physics, on the approaches to Project Technology. The atmosphere in which this member of staff found himself was so acrimonious that he eventually only attended Design Faculty meetings.

Domestic Science and Biology Departments had strong subject ties. The Head of Science sought to extend the links by developing a subject for the less able concerned with 'Health and Child Care'. This course was outlined to marry up to the ideals set by the Headmaster in his request for interdisciplinary courses. The Head of Science also remarked that it would meet the ideals suggested in debates in the Local Education Committee where the aims of education had been discussed. The idea was turned down when proposed to the Headmaster in private by the Head of Science, but whether it would have been considered by the Head of Domestic Science is open to question, due to her remarks during her interview. The Head of Domestic Science had never approached the Science Faculty on mutual approaches to teaching similar topics within their syllabuses. "All staff (Domestic Science) have done science at least to 'O' level and had science at College" she stated "some college tutors said you are now able to teach science but I wouldn't tackle it myself ..... I feel probably I should approach them (Science staff) over co-ordination of material but we are concerned with skill training".

The isolation of departments was characterised in a number of other areas, such as Mathematics and Physics, and in each case the dispute or segregation seemed to resolve itself into issues of personalities in departments and the patronage of the Headmaster. The Headmaster was seen as sympathetic to the Sixth Form. His regard for the importance of the Sixth Form was seen as a particular influence in giving status to the Sixth Form staff.

The achieved status of the Head of Houses and his assistant has already been refered to and the perceptions of other staff in this regard. The academic exclusivity and importance of the Sxith Form was seen as the Headmaster's main concern when public statements were made over the future of Queensacre School in the planned redevelopment.

b) The School's situation

The staff were unanimous in the retention of a comprehensive school with eleven year olds through to eighteen year olds. The establishment of a sixth form college was seen by many as an ambitious venture of the Headmaster. Staff also remarked on the fact that they had been involved in establishing things which were now being used to bring kudos to individuals such as the Headmaster. The creation of the image of a school able to be used as a community or sixth form college was considered a misuse of "their " school.

The unanimity of view of these points and the difficulties in creating co-ordination between departments highlighted the use made of personality assessment by individuals in viewing circumstances and information.

c) Personality influence

The assessment of personalities and their communicated influence on decision making was mentioned by interviewees in every interview. Although voluntary comments were made, a number of staff felt they would rather make considered written statements in this area rather than immediate verbal ones. The suggestion of an area in which to develop the third means of information retrieval gave the researcher the opportunity to further involve staff in researching their situation.

3 Staff Involvement in the Research Method

Staff were approached to form a research group to look at personality influences on the decision-making process the staff were passing through in the 'Options Debate'. There was great reluctance amongst staff to be seen to establish themselves as a group. Many felt that individual consultation was discreet and 'non-political', but a group could breed resentment and suspicion. The idea of a group of people exploring, questioning and revealing personal prejudices was seen as "a risk not worth taking".

Individuals were therefore approached with ideas for a research method, devised by the researcher, to establish its acceptability in reaching what the staff considered were the important aspects of personalities and their actions or involvement in school affairs.

The research method was seen as having to derive material compatible with both the authenticity of comment and freedom of expression characteristic of the analysis and synthesis involved in the previous

methods employed. The personal perception of both the content and context of material relevant to events had to be collected in some standard form to afford analysis. Also the synthesis of material from the standard forms or frameworks could possibly give an insight into the dynamics of events in which the respondents were involved. The information from the analysis would thus provide contextual and convergent validity for information from the previous analysis and thus verify the results.

The methodology employed had, as its aim, to assemble the personal expressions of perceptions on the human information sources in the meetings. The information derived from each individual at the meetings would provide their construction of the human influences on events. Such constructions are unique to each individual and represent the psychological space content relating to the events considered. The close alignment of the aims of this part of the research and the content of the Personal Construct Theory provided the researcher with the theoretical base for the framework to elicit the information required.

Bannister (1970) lists eleven corollaries derived from Kelly's Personal Construct Theory. Of the eleven, four provide the theory for the methodology.

a) Construction corollary - a person anticipates events by construing their replications.

b) Individuality corollary - persons differ from each other in their construction of events.

c) Commonality corollary - to the extent that one person employs a construction of experience which is similar to that employed by another, his processes are psychologically similar to those of the other person.

d) Sociality corollary - to the extent that one person construes the contruction processes of another, he may play a role in a social process involving the other person.

A list of activities were drawn up by the researcher and interested staff which covered all the activities performed during the 'Options Debate'. The Options Debate was seen as a concrete point on which all could focus and in which a lot of members of staff were seen to take part. Each person on the committee was circulated with the list and asked to nominate an individual they had perceived as performing a particular activity or predominating in performing that activity. The list of activities together with the initials of the nominees are listed in Table 1. The matrix shows the number of people nominating that individual.

The nomination held the following postions:-

Headmaster

HG Second Deputy (male)

DJ Head of Humanities

WH Head of Science

HR Head of Chemistry and Senior Tutor of the Sixth Form

HS Head of Activities

WW Head of Houses

BJ Head of Careers

WEC Head of English

PP Head of Physics

LJ Head of Music

TP Head of Mathematics

LH Acting Head of Physical Education

MC Head of Domestic Science

PJ Head of Remedial Studies

The nominations were examined in the light of the construction corollary to see if respondents had perceived individuals carrying out actions which they anticipated rather than were actually from the previous record of events. Only one nomination fell into this category and that was the Head of Physics being perceived as raising objections to the proposals. From the previous two records the Head of Physics had been more constructive in offering suggestions for alterations to the existing options system to create flexibility. He did, however, have the image of a negative character who was very self orientated and, in some ways, non-professional. The Headmaster also played on this fact and his tradition for raising objections to proposals. Of the thirty-two members of the committee, twenty- one indicated their willingness to involve themselves in this part of the research. The number of forms eventually returned was twenty-three.

Having derived the names of the perceived active participants, the commonality and sociality corollaries were used as the justification for the development of a grid on which respondents could note their perceptions of the individuals they had each nominated. The mutual perception of similar characteristics in the same nominees would, according to the corollaries, indicate the possibility or verify the existence of group action. To elicit this information a repertory grid technique was used. The grid presented to each individual contained the nominees they had listed on the first form as elements, together with themselves. The elements were grouped together as triads. The respondent was asked to consider each triad in turn and develop bipolar constructs to demonstrate a similarity between a pair in the triads and the difference

Changes in the options system 1978/79

Table 1

Activity	Nominee														
	Head	HG	DJ	WH	HR	HS	WW	BJ	WEC	PP	LJ	TP	LH	MC	PJ
Identifying needs of pupils on courses	12		5				1								
Stating qualifications required by pupils from courses.	8	1						2							
Asking questions about a) ability of pupils and b) numbers of pupils to be catered for.	2		6	4					1	2					
	1		10	2					1			1		?	1
Asking questions on the aims of new options.	1		3		5				1	1			2		
Giving information on a) ability of pupils	8		1	2			1								6
b) numbers of pupils	4	4	1			4	1								4
c) aims of options	13														
d) the practical organisational problems of new options.	5	13	3	1											
Creating the option proposals.	11	4	4	2											

Over/

	Head	HG	DJ	WH	HR	HS	WW	BJ	WEC	PP	LJ	TP	LH	MC	PJ
Proposing the option changes.	16	2	3	2							1				
Evaluating the proposed changes.	13	1	3	1	1			1	1						
Raising alterations to the propositions.	2		1		3				1	1	1		2		
Raising alternatives to the propositions.	3								3				9		
Raising objections to the propositions.	2			1						2					
Summarising discussions.	20	1						1							
Clarifying information.	14	5		1				1		1					
Pressing for changes.	6			3					4		2				
Leading the discussion on the proposed changes.	18	1	2		1				1						
Reviewing a) the objectives of the exercise.	19		1												

Over/

	Head	HG	DJ	WH	HR	HS	WW	BJ	WEC	PP	LJ	TP	LH	MC	PJ
b) the arguements leading to the adoption of the proposed changes.	16	2													

Table showing the nominations and voting patterns for each nominee in the various activities.

of the 'isolated' individual. (Isolate in this sense is only used to indicate a separation of one element from the other two). See Figure 13.

Each grid was thus individual in both elements and constructs for each respondent.

Respondents were asked to place ticks in the circles to denote the pairing in each triad.

Throughout the process of deriving this information concern was expressed about confidentiality of the information being forwarded to the researcher. Each respondent had a code number and only that code number appeared on any form directed back to the researcher. Only the researcher had the list of code numbers. In this text and appendices code numbers and initials appear. The initials are not those of respondents but ones for ease of identification rather than using long code numbers.

Both the nominees list and the grid were accompanied by a personal letter advising respondents how to fill in both forms. Only one personal verbal request was made for the return of the forms if they had not been returned by the requested date.

Twenty-three members of the committee responded to the nominee questionnaire and twenty-one of the twenty-three responded to the grid exercise. On examining the grids twenty were filled in correctly and able to be considered for further analysis.

E L E M E N T S

Similarity of pair						Contrasting characteristic of individual
	o			o	o	
		o	o		o	
	o		o		o	
	o	o			o	
		o		o	o	
	o	o	o			
	o	o		o		
	o		o	o		
		o	o	o		
			o	o	o	

Figure 13.

Diagram illustrating the skeleton grid.

o - signifies member of triad.

Of those who did not respond to the first item four had been absent for long periods of time and two did not take part for personal reasons. Both the latter were male middle-aged Head of Departments and ex-grammar school teachers who had expressed great dissatisfaction with the school and its organisation. One of these Heads of Departments was Head of Languages who, in a personal interview, had expressed the opinion that his department was shrinking because of the actions of the Headmaster and the lowering ability in the school intake. The second was the Head of Art who has already been mentioned.

Other potential respondents who did not return forms were new members of staff who felt unable to comment in such detail. The respondents declining to forward a completed grid did so because they were unwilling to reveal such intimate information. The spoilt grid was from the Head of Physics who, in mocking terms, derided the process of eliciting such "irrelevant information". He felt the Headmaster and Deputies determined everything and that little or nothing could be done to alter their decisions. The debates in committee were seen by him as a democratic "charade".

All the respondents who declined to take part did not contribute to the proceedings in any meetings that have been listed.

The resultant material from the grids gave bipolar constructs, qualitative in nature and in the respondents' own words which Bonarius (1965) found to be more meaningful. To retain the original qualitative characteristics no respondent was asked either to scale, compare and contrast the constructs or to create from their list super or sub-ordinate constructs.

This decision was also influenced by the fact that a resistance was shown to any closer examination or discussion of the grid with respondents. The researcher did not wish to jeopardise his relationship with the staff and no further action was taken.

The commonality and sociality corollaries use psychologically based constructs to substantiate links in action or thought between individuals. An analysis of all the constructs was carried out to determine a qualitative context in the constructs and provide the basis for further analysis.

All the bipolar constructs were presented to three independent raters who neither knew the respondents, the school or the stage the research had reached. Each rater was asked to group the constructs into four broad areas: psychological, role, interaction and other in nature. A list of the constructs is given in Appendix J together with the groupings of constructs achieved by the raters working independently. The number of times a construct had been allocated to a category was noted. This number could be a maximum of three or a minimum of nought if the raters were in total agreement as to the construct allocation. If there was a consistency in the allocation then the majority of constructs would fall into the three or no vote categories. The following table illustrates the results.

Type of Construct	Psychological	Role	Interaction	Other	Total
Votes	(P)	(R)	(I)	(O)	
0	29	53	61	87	230
1	16	10	19	0	45
2	15	9	7	0	31
3	30	18	3	3	54
Totals	90	90	90	90	360

Table showing the number of constructs allocated to each category and the votes they received.

A chi-squared analysis revealed x^2 = 101.39 df. = 9 giving a confidence level of 99%, showing a great degree of consistency in allocation. Due to the degree of consistency in allocation, the bipolar constructs were separated and each pole attributed to the appropriate element, or pairs of elements with a label P, R, I, or O denoting the construct's quality. At this stage the triads were also separated into two parts:-

a) those containing the respondent

and

b) those not viewing the respondents own involvement in relationships.

The results of the separation are shown in Appendix K. The results of the grids were then examined in two ways:-

a) The use made of different categories or qualities of construct.

b) The pattern of use of psychologically based constructs to establish any grouping or pattern of behaviour.

a) The use made of different types of construct

The type of constructs used in examining the respondents own position was compared to the type of construct used where the respondent was not named as an element in the triad.

Type of construct / Situation	P	R	I	O	Total
Triad including respondent	35	62	13	1	111
Triad excluding respondent	33	31	10	2	76
	68	93	23	3	187

Table showing the number of each type of construct used with differing triads.

Because of the low numbers O was excluded from a chi-squared test on the data. The results show $x^2 = 3.8896$ with df. = 2, showing no significance. As has been mentioned earlier the commonality and sociality corollaries rely on the discriminate use of psychological constructs. Some respondents showed no differentiation in the types of constructs they used. As the variation in use of constructs was being sought in the analysis a second calculation was carried out excluding the 'non-discriminating respondents' constructs.

Type of construct / Situation	P	R	I	O	Total
Triad including respondent	29	44	13	1	87
Triad excluding respondent	28	15	10	2	55
	57	59	23	3	142

Table to show the relationships between the use of constructs with differing triads (excluding those respondents always using the same type of construct).

The 0 category was eliminated due to its low numbers and the analysis showed the result of x^2 = 6.294 df. = 2, giving a level of confidence of 95%.

The results show a degree of discrimination in the use of types of constructs in situations where the self is involved as opposed to when the self is not involved. Such a discrimination could be explained by attribution theory and will be referred to later.

b) The consideration and comparison of the type and content of constructs employed by respondents when examining triads, was carried out in four stages:-

i) An analysis of the elements to establish how many individuals had perceived each other as being influential in the decision-making process.

ii) Relating the elements and constructs together to establish what particular type of construct had been used by respondents.

iii) Comparing and contrasting used to describe pairs and individuals.

iv) An examination of the constructs considered psychological in nature to see if the corollaries of commonality and sociality explained the various groupings and actions recorded in previous minutes and interviews.

i) Respondents had the possibility of nominating twenty-one individuals in the list of activities. Each respondent was informed that they could nominate themselves if they felt they had played a significant role in the activity. The maximum number of nominations on any form was five, including some self-nominations. All twenty respondents nominated the Headmaster.

Other nominations are shown below:-

Nominee		Number of respondents nominating
HG	Second Deputy	19
DJ	Head of Humanities	17
WH	Head of Science	6
BJ	Head of Careers	4
LH	Acting Head of Physical Education	4
PP	Head of Physics	2
PJ	Head of Remedial Studies	1
WEC	Head of English	1
HS	First Deputy Head	1
LJ	Head of Music	1
TP	Head of Mathematics	1
HR	Head of Chemistry/Senior Tutor	1

All those nominated had been recorded as being active in the decision-making process by other methods. Although there seemed to be a majority agreement in the nomination of certain members of staff to 'activist' positions, there was very little mutual discernment of action in the nomination. Only three individuals were involved in a mutual perception of each other being involved. The Head of Humanities nominated the Head of Science and vice versa. The Head of Chemistry/Senior Tutor nominated the Head of Humanities and vice versa.

There was the possibility of up to three mutual nominations, excluding the nomination of Headmaster and Second Deputy Head in the results. Provision was made for this in developing an analysis of constructs, but this was not required.

Despite the majority agreement on the main participants, only five respondents nominated an identical list of people apart from themselves. The individuals were:-

SC Head of Commerce

HBJ Head of Religious Studies

WJ Senior Tutor (female)

MC Head of Domestic Science

and BB a Senior House Master

Those they mutually nominated were:-

HAW The Headmaster

HG Second Deputy Head

DJ Head of Humanities

and WH Head of Science

Of the members of the Senior House Staff and Heads of Department Committee thirteen were female. Only three of these were nominated as influential:

LH Acting Head of Physical Education ..... four times

HS First Deputy ..... once

TP Head of Mathematics ..... once

However, three out of the five respondents nominating the same group of people were female members of staff. The similiarity in perception, yet low influential rating of senior female staff, will be referred to later.

ii) Reference has already been made to the use of psychologically based constructs as opposed to other constructs in particular circumstances (see a)). The aim of the present analysis is to establish if there was

made of particular types of constructs to differentiate between different individuals and different pairs. The elements considered were the Headmaster, Second Deputy, Head of Humanities and Head of Science.

These elements were mentioned most often and the range in the number of constructs attached to them was thus large.

The proportion of psychological and role constructs used to describe both different individuals and different pairs were examined. A significant difference in the proportion of the types of constructs used was established by using the standard error of the difference between proportions at a 95% level of confidence. The following table illustrates the analysis as applied to different individuals.

The proportion of psychological and role constructs used to describe each individual was calculated. The difference between the proportion of psychological constructs used on each possible pairing of individuals was then examined. A significance in the similarity in use of psychological constructs was looked for. Such a similarity in use of constructs held the potential for individuals perceiving others in similar ways and hence a similarity in social action being explained because of such perceptions (Commonality Corollary - Personal Construct Theory). The statistical significance in the similarity in the use of constructs has then to be backed up by a similarity in construct content. The comparison of the content of the constructs will be referred to later.

Individual		Type of Construct P	R	n	$p = (\frac{P}{n})$
HAW	Headmaster	25	20	45	0.555
HG	Second Deputy	6	20	26	0.231
DJ	Head of Humanities	5	11	26	0.192
WH	Head of Science	10	6	16	0.625
S	Respondent	12	16	28	0.429

Comparison of pair of individuals	Difference in p	2σ	95% significance of difference in use of constructs
HAW/HG	0.324	0.222	X
HAW/DJ	0.363	0.246	X
HAW/WH	0. 07	0.284	X
HAW/S	0.126	0.238	X
HG/DJ	0.039	0.256	X
HG/WH	0.394	0.292	X
HG/S	0.198	0.250	X
DJ/WH	0.433	0.312	X
DJ/S	0.237	0.275	X
WH/S	0.196	0.306	X

X signifies no significance.

Table detailing the analysis to establish if constructs were used in a different proportion when discriminating between individuals.

The table shows the only significant difference in the number of different types of constructs used is in the description of the Second Deputy and Head of Science. The greater proportion of psychological constructs being used in the description of the Head of Science. If those perceiving the Head of Science in this way and have similar construct contents then actions in meetings in relation to the Head of Science can be explained more fully.

The same analytical method was used where pairs of nominees were considered when linked together by respondents in their analysis of triads. The following table details the results.

Pairing		Type of Construct P	R	n	$p = (\frac{P}{n})$
(A)	HAW/HG	4	16	20	0.2
(B)	HAW/DJ	2	5	7	0.286
(C)	HG/DJ	10	7	17	0.588
(D)	HAW/WH	5	0	5	1.0
(E)	HG/WH	0	1	1	0.0
(F)	DJ/WH	5	2	7	0.714

Comparison of pairing	Difference in p	σ	2σ	95% confidence
AB	0.086	0.192	0.384	X
AC	0.388	0.148	0.296	
AD	0.8	0.089	0.178	
AE	0.2	0.089	0.179	
AF	0.514	0.192	0.384	
BC	0.302	0.207	0.414	X
BD	0.714	0.170	0.340	
BE	0.286	0.170	0.340	X
BF	0.428	0.241	0.482	X
CD	0.412	0.118	0.236	
CE	0.588	0.118	0.236	
CF	0.126	0.207	0.414	X
DE	1.0	0.0	0.0	
DF	0.286	0.170	0.340	X
EF	0.714	0.170	0.340	X

X signifies no significance

The results of the table can be summarised as follows:-

The pair having a greater proportion of psychological constructs used in its description	When compared with pair
HG/DJ	HAW/HG
HAW/WH	HAW/HG
HAW/HG	HG/WH
DJ/WH	HAW/HG
HAW/WH	HAW/DJ
HAW/WH	HG/DJ
HG/JD	HG/WH
HAW/WH	HG/WH

In the pairing of HAW and WH all the constructs used in their description were psychological in nature. If, because of the indiscriminate use of constructs such constructs were eliminated then the following pattern emerged. The pairing with the greatest proportion of role constructs are the Headmaster and Second Deputy. The greater proportion of psychological constructs are used in describing the Head of Humanities and the Head of Science with a second pairing of the Head of Humanities and Second Deputy Head.

iii) Such a quantitative examination of the data establishes, to a limited degree, the discriminatory use of types of constructs. If a number of people perceive a person in a similar way via similar types of constructs then they are likely to act in similar ways. (The Sociality Corollary, Personal Construct Theory). To fully appreciate the analysis the descriptive content of the constructs need to be examined. Although the proportion

of psychological constructs used to describe the Headmaster as an individual is only 0.44, the following list are the poles of constructs attributed to him:-

Reacts unfavourably under pressure

Selfish. Self interested.

Arrogant.

Disinterested in helping staff.

Altruistic.

Autocratic.

Childish attitude.

Unpredictable.

Fixed opinions.

Dogmatic.

Emotional.

Impatient.

The Head of Science with a high proportion of psychological constructs is seen as:-

Rigid.

Inflexible.

Prone to outburst.

Controversial.

The Second Deputy, who is described by his role of timetabler and administrator by the majority of staff, is seen psychologically as:-

Sincere.

Tolerant.

Mentally prepared.

Realistic.

The Head of Humanities is seen as:-

Moderate.

Realistic.

Mentally alert.

He is also seen in a greater role context by many staff. He is seen as viewing pupils' interest as most important, while the Headmaster and Deputy Head are seen as being concerned with administrative matters.

A similar pattern is illustrated in the pairings where the Headmaster and Second Deputy are seen with a high proportion of role constructs. When the Second Deputy and Head of Humanities are paired together they are described as:-

Open to ideas.

Helpful to staff.

Realistic.

Seldom showing temper.

Pragmatic.

Reasonable.

At the other extreme the Headmaster and the Head of Science pairing is seen as:-

Controversial.

Ambitious

Dominant.

Fixed Ideas.

Devious.

These comments are more tempered when the Head of Science is seen paired with the Head of Humanities where the predominance of constructs indicate

a perception that they are concerned with the needs of pupils.

The quality of constructs was also examined in the light of figures 14, 15 and 16.

The first diagram illustrates the examination of individuals' constructs. In general terms, the teachers tended to align themselves with the perceived character of the Head of Humanities in being practical teachers, realistic in approach, adaptable, approachable and concerned with pupils needs. When a pairing is perceived between a respondent and others there is a tendency to identify with staff other than the Head of Second Deputy.

Respondent pairings with	Headmaster	Second Deputy	Other	Total
	9	17	51	77

There were exceptions to this general trend. The female Senior Tutor in charge of General Studies identified very closely with the Headmaster and Second Deputy (five selected pairings out of six possible).

Figure 15 illustrates the analysis of constructs where mutual discernment in taking an important part in the decision process is perceived. Constructs were extracted to illustrate the perception of each other in the three cases where this was observed.

Head of Humanities on Head of Science

Practical.

Subject orientated.

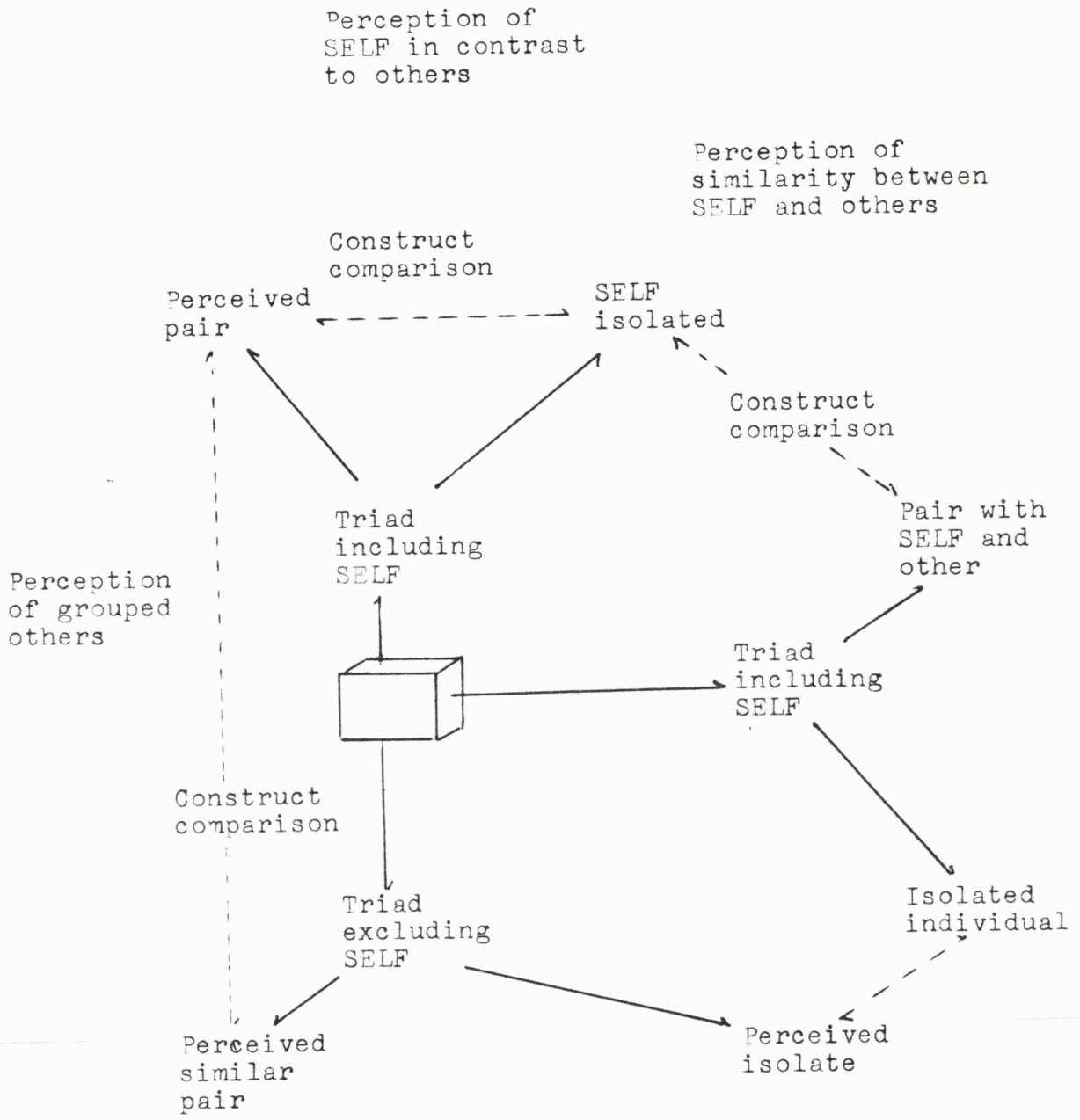


Figure 14.

Diagram to illustrate the analysis of an individual's grid which uses the individual and perceived influential staff members as elements gathered together as triads and the constructs elicited in Sequential and Self-Identification Form.

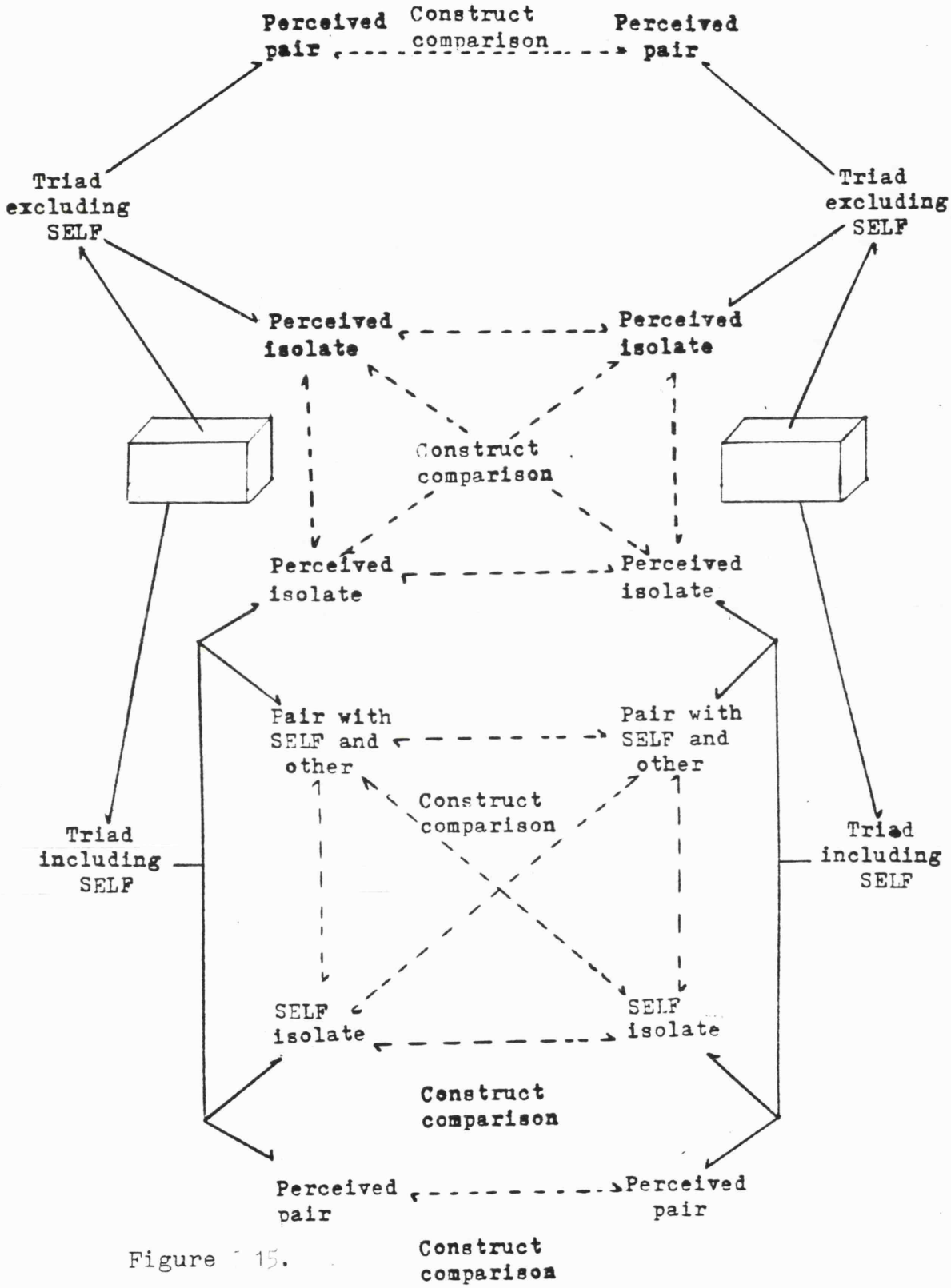


Figure 15.

Diagram to illustrate the analysis of two individuals' grids where the two individuals perceive each other, amongst others, as being influential staff members. The constructs were elicited in Sequential and Self-Identification Form using triadic groupings of nominated influential staff members as elements.

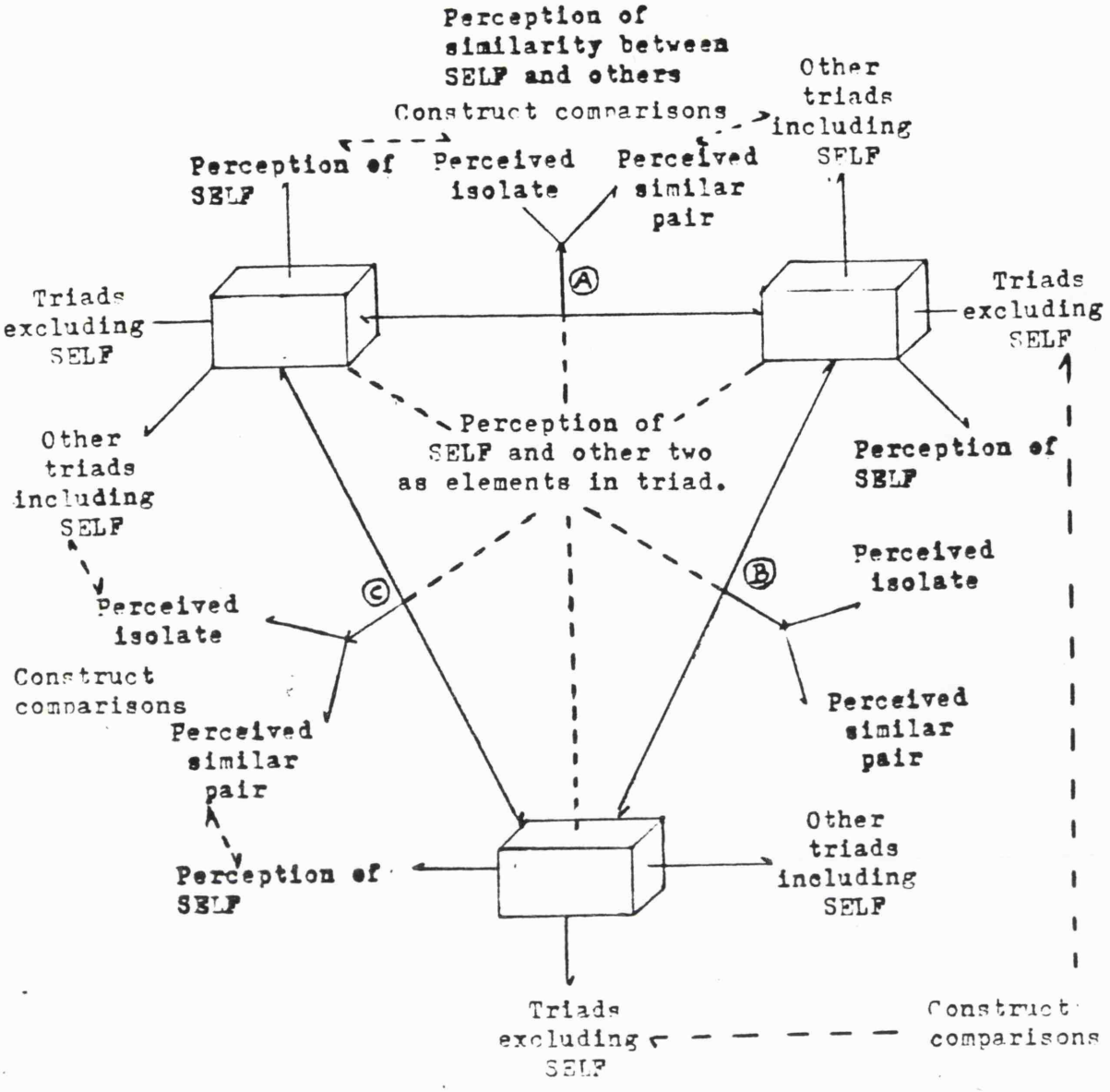


Figure 16.

Diagram to illustrate the analysis of information produced in three grids by individuals, each of whom had perceived each other as being an influential member of staff. The grids elicit constructs in Sequential and Self-Identification Form using triads assembled from nominated influential staff members as elements.

The sides of the triangle demonstrate the different facets to the comparison of constructs. viz. Side (A) - where self is considered as an isolate or in a pair similar to other individuals.

Side (B) - where the respondent expresses perceptions concerning 'others' assembled in triads which exclude self. Different respondents may also express perceptions relating to these 'others' and a comparison of constructs draws out the degree of similarity in views.

Side (C) - where individuals are perceived in isolated or paired positions and the elicited constructs are used to describe the individual and compare the perceived individual with self.

Head of Science on himself

Open.

Decisive.

Willing to express views.

Gives judgements.

Plans for future.

Science oriented.

Head of Science on Head of Humanities

Plans for the future.

Decisive.

Expresses views.

Head of Chemistry on Head of Humanities

Concerned for individual.

Decisive.

Consults others only to a small degree.

Head of Humanities on himself

Practical.

Detailed in matters.

Teacher.

Subject bias.

Head of Humanities on Head of Chemistry

Extensive interests.

Sees general implications fo actions.

More of an overall view.

Head of Chemistry on self

Traditional.

Decisive.

Independent.

Experienced.

The constructs show only a limited identity with each other and each was seen to act independently, following individual lines in meetings. There was never any consultation between the Head of Humanities and the Head of Science about the development of their new courses.

iv) The commonality and sociality corollaries are based on the fact that there should be an identity through psychologically based constructs. No pattern could be seen between individuals and their use of "psychological type" constructs. One respondent used only psychological constructs and she did not show any identity with any group or action.

The average number of psychologically based constructs used by female staff was higher than used by male staff of the same rank.

	Number of staff	Total number of psychological constructs used	Average
Female	8	40	5
Male	12	28	2.33

Table to show the use of psychological constructs by male and female staff.

Of the female staff only two noted women as being involved in the decision-making process. One of the respondents nominated two female teachers, one of these being the First Deputy. There was only one activity she was seen as participating in. The six other female respondents did not nominate any women as being 'active'. The female teachers showed no mutual action although they perceived individuals in a similar way and saw themselves as being 'isolates'.

Female and Male Staff		Percentage of possible occasions utilised to 'isolate' self.
* BrJ	Head of Resources	83
* MC	Head of Domestic Science	67
* HS	Head of Activities	50
* SC	Head of Commerce	50
BB	Senior House Staff	50
* SW	Assistant Head of Houses	33
WH	Head of Science	33
PK	Head of Craft	17
WR	Head of Design	17
* MF	Senior House Staff	17
DJ	Head of Humanities	17
* LH	Acting of P.E.	17
PJ	Head of Remedial Studies	17
HBJ	Head of Religious Education	0
* WJ	Senior Tutor	0
LW	Senior Teacher	0
HC	Senior House Staff	0
BJ	Head of Careers	0

* - female staff members

The previous table shows the percentage of occasions on which respondents, when they had the opportunity, 'isolated' themselves from a triad.

Examples of the female teachers' similarity in construct use are in descriptions of:-

a) The Headmaster	HS	Selfish.
		Unpredictable.
	LH	Disinterested in staff.
	MC	Altruistic.
	BrJ	Unrealistic.
	SC	Autocratic.
b) Second Deputy Head	MC	Realistic.
	SC	Administrator.
	HS	Sincere.
		Tolerant.
c) DJ		
Head of Humanities	SC	Human.
	ME	Moderate.
	MC	Realistic.
	HS	Discontented.
	BrJ	Not concerned with being understood.
d) WH	WJ	Rigid.
Head of Science		Inflexible.
	SC	Teacher.
	MC	Argumentative.
	ME	Controversial.

Initially the research proposed to take the results and present them all back to the staff for their comments to see if the staff felt the situation had been represented in a realistic fashion by the methods used. Due to the intimate and controversial nature of the results from the third stage of the fieldwork and the expressed wishes for confidentiality, the researcher felt the exposure of the results inappropriate. Staff had been involved in analysing and synthesising the material derived from the first two methods and the results from the grid method were seen as a method of providing a means of validating and supporting the initial perceptions and records.

SUMMARY

The involvement of staff in the synthesis of a) the descriptions of the meetings and debates,
and b) the records of personal interviews allowed a description of activities to be derived and distilled from a number of different sources. The strong influence of individuals recorded in the proceedings of the committees, working party and ad hoc committee was further emphasised in the personal interviews.

In personal reflections on the school the dominant position of the Headmaster and administrative necessities were mentioned. Many staff reflected on the frustration they experienced because they felt their expertise and contributions were considered of low value.

These perceptions were often substantiated by members of staff with examples of situations or processes in the school where their advice and help had been sought and rejected.

When asked about the future of the school there was a marked discrepancy between the staff's view of the school's future role and the sixth form role proposed by the Headmaster. The potential schism and lack of cohesiveness in the staff was further emphasised and underlined with the results of the investigation into perceived personal influences in policy making.

The staff 'nominations' for committee members involved in the decision-making process verified the results from the records of meetings and personal interviews. The bipolar constructs derived from the grid of triads substantiated the activities and approach of staff members in both role and psychological constructs. The authoritarian and volatile attitude of the Headmaster, the functional, administrative role played by the Second Deputy Headmaster, the insignificance of the part played by the Female Deputy Head, the departmental orientation of various Heads of Departments and the more pupil orientated concerns of others were clearly demonstrated in the constructs noted.

The lack of statistical significance in the discriminate use of psychological constructs underlines the lack of cohesiveness and uniform action within the staff. The latter is also demonstrated in the records of meetings and interviews where there is no clear indication of groupings within the staff.

The significance of the results is discussed in the next chapter. The material in the results derived from the different sources shows a uniformity that provides a contextual validity. The results from the three research methods adopted show an alignment which provides a convergent validity in the material.

CHAPTER SEVEN

DISCUSSION

"Many people feel that a newspaper reporter is a far cry from a social scientist. Yet many of the data of social science today are gathered by interviewing and observation technique that resemble those of a skilled newspaper man ..... It makes little sense for us to belittle these less rigorous methods as 'unscientific'. We will do better to study them and the techniques they involve so that we can make better use of them in producing scientific information"
Dean, Eichhorn and Dean (1967)

Methodology

Reason (1977), in seeking to develop holistic research methodology, notes that the researcher had to accept that the negotiations to gain substantial co-operation and involvement with staff were going to be prolonged and delicate. In order to gain the confidence, intimacy and rapport with the staff in establishing field relations, the broad principles laid down by Dean, Eichhorn and Dean (1969) were adopted. These principles all involve the devotion of time and energy to create legitimacy and acceptance. The delicacy of the negotiations arose from the fact that, in order to present the research and establish relationships with the staff, the Headteacher had first to be approached. The Headteacher had to be prepared to accept the researcher and the researcher working with staff in a way which might seem to exclude the Headteacher. The reaction of the Headteachers in the three schools which rejected the research was that they were interested in

describing the school and being involved in the research themselves, but showed less interest when it was emphasised that the primary concern of the researcher was with the senior staff of the school. The delicate balance between the researcher, the participants and the Headteacher was finally maintained in Queensacre School by being in constant contact with the Headmaster while not revealing the particular viewpoints of the staff.

The introduction of a method of research which involved the participants also took time as, for the most part, the staff had only been familiar with the concept of the researcher and his work being positivist in nature. This came to the fore when, in the final part of the research programme, participants declined to discuss the grid method because of the 'intimate nature of the material'. Throughout the period of research the"researcher/ client" relationship came under question. From the introduction of the researcher by the Headmaster to the projection of the researcher by the staff into a traditional role in the last phase of the research, the relationship was being constantly negotiated and redefined. The involvement of staff ranged from remote, to being very involved when the synthesis of the results from interviews and meetings records took place. Friedlander (1968) mentions these difficulties and regards the definition and resolution of "conflicting interests between research and subject" as the first step in solving the problems of collaborative effort. The collaborative effort requires that both parties be willing to seek a resolution of the disparity in interests. The maintenance of the balance of human relationships in the committee was seen by individual staff as paramount. The intimate detail revealed in the last part of the research, if openly discussed, was seen to endanger that primary interest. The resolution of the uncertainty could be seen

in terms of Festinger's (1957) comments on 'cognitive dissonance'. The rejection of the desire to research their situation, produced a) a traditional role for the research worker
and b) a re-emphasis of their staff membership (no matter how much the staff relationships might be unsatisfactory).

Such action on the part of the staff to sustain the "known position" could be interpreted as a dissonance-reducing change on the part of the staff participants.

The statement or articulation of beliefs and opinions changes the experience of those within the social group experience. During the debates in the school there was therefore constant change taking place. The restatement of the views in the form of a research record was seen by the teachers as a re-affirmation of their new position. The consideration of public statements in the analytical and synthesising processes to produce the summary was reflective in nature. The unveiling and examination of stated personal thoughts about other colleagues, thoughts which had in a lot of cases only been expressed via non-verbal or covert communication, created the prospect of a change in personal relationships which was felt too costly in relation to the reward. The researcher respected this view and hence the research became limited in its ability to obtain the reaction of the staff to its results.

The use of the repertory grid technique proved an effective and simple method to elicit information which could not have been perceived and requested in a positivist's questionnaire form. The derivation of elements (in the form of people) and constructs from the participants

was in line with Kelly's original thoughts on the use of Role Construct Repertory Tests. The freedom of selection and expression of material was also compatible with the previous research methods employed. The restriction in the number of elements elicited for each grid (five elements) gave cause for concern as the number of bipolar constructs possible in this case was ten. Bannister and Fransella (1971) note that between six and fifteen constructs can usually be elicited from 'normal' individuals. It was noted that repetition of constructs occured on all grids which were returned. The minimum number of different concepts on a grid was five and the maximum was nine, a similarity of experience which gave a validity to the results.

A scoring or ranking of constructs was contemplated so that a Principal Component Analysis could be used effectively to derive

a) the distance between elements

b) a matrix of the variances and covariances between the elements

(Slater 1972).

The constructs were, however, expressed in the vocabulary and terms of the individual respondent. Any interpretation of those views to generalise or rank them on behalf of the respondent would invalidate their authenticity. A request that the respondents rank or analyse their constructs for super-ordinate or sub-ordinate items was regarded as an imposed adaption to the nature in which the original information was given and hence could potentially 'warp'the results.

The derivation of a quantitative dimensional aspect to the constructs would have allowed for a computer analysis of the information. A number of such analyses are available (Fransella and Bannister 1977).

The analysis would have derived the maximum number of possible relationships between constructs and elements, and between the elements, in a very swift way. As the research required primarily qualitative perceptions which would indicate the influence behind the lines of communication, the analysis used involved manual selection and allocation of constructs based on the diagrams in Chapter Six. The convergent validity derived from the results and noted later justifies the approach.

Information and its sources

In resolving to examine the communication of information and its effectiveness three major and one minor decision-making processes have been followed. The approach of being involved in the processes and registering the information provided during the process caused a reflective and progressive analysis of the information to take place. The reflective activity comprised looking back to see where the information being presented had originated. The progressive activity was to observe how, when and by whom the information was presented and what influence it had on the decision making process. On examining the decision-making processes that took place, all of the three major decision areas (options, staffing of out-of-school activities and Sixth Form General Studies) had the six elements listed by Alexis (1967) as basic to decision-making models. However, the rationality which the decision makers attempted to impose on their activities by:-

a) clarifying the nature of the problem,

b) being explicit about the goals to be served,

c) listing the relevant alternatives from which the choice of action could be made, did not always transpire because of the quality of information presented.

In the options debate information was required and stated on

a) the nature of the difficulty in providing alternative course possibilities within the structure for the less able,

b) the goals the pupils should achieve,

c) the alternative strategies that could be employed in the envisaged circumstances.

The three areas of information came under scrutiny in a subjective way. The numbers and abilities of pupils were given from a number of departmental assessments, each generating a degree of disbelief in the receivers. The provision of extra resources to cater for new courses was implicit in the first suggestions on the nature of the circumstances. The Headmaster's reference to proposed County policy in the reorganisation of education in the area removed any hope of additional resources. This influence from the outside environment surrounding the school emphasised the openness of its system. Personal values also influenced this initial phase of the decision making when 'sink' groups were referred to. The need for a consensus view by which the problem was to be faced was aired but never attained.

The provision of information on the range of qualifications that could be considered as the goal for these pupils was never received. A report

containing this information was said to have been produced and passed on to the Headmaster. The action in withholding or suppressing this information produced a goal diffuseness which made assessment of the alternatives difficult. The Head of Science and Head of Humanities therefore produced courses based on previously stated goals or goals derived from general circumstances.

The sources of the alternative strategies were a) the Science Department staff who wished to create their own flexibility and b) the Notions A and B proposed by the Headmaster. Evaluating the implication of the former suggestion the staff saw it as a strategy by which the autonomy of a particular department could be increased. In essence it was a suggestion which met the requirements of the Headmaster in that the departmental wish was being fully expressed. The fact that the source and presenter of the suggestion was the Head of Physics (who was viewed as a person who always challenged authority, was unprofessional in his approach and had time-consuming interests outside the school) did nothing to help the suggestion's acceptability.

The formal co-ordination and control of the proposition by the Headmaster provided the basis for its acceptance. His action in informing both the Humanities and Science Faculty Heads separately of the acceptability of the idea, together with it satisfying internal management requirements, used both his legitimacy and authority to ensure the proposal's progress.

The presentation of a comprehensive alternative removed any freedom for suggesting other alternatives. This reinforced the feeling of quasi-professional freedom and lack of status in the staff. Reluctance to accept the proposal was only mildly voiced in the questionning of the

ability of the particular children to cope with six periods of the same subject. Comments on the inadequacy of understanding the basic problem, which was not likely to be solved by the proposed solution, were made in private interviews. The rejection by staff of the incentive to become an active influence in the decision-making process and voice their experience, supported the evidence that staff perceived their status as a low one (Sicker 1968).

The two debates on staffing out-of-school activities and Sixth Form General Studies both had clear aims and considered comprehensive, authentic written evidence. In the first case the specification of the remit by the Headmaster aroused suspicion. However, the primary concern which united the Working Party was the worthiness of the second-year residential course. The information considered by the Working Party was directly relevant to the school, with no information coming from other schools on the way they might deal with similar problems. The production of preferred solutions was made in a similar way to closed-system decision-making. The attempt by the Headmaster, and others, on receiving the document, to bring in the influence of other items such as the effect of strikes and the implications for individual's circumstances, demonstrated a resistance to adopt practices likely to disrupt or change the organisation.

The need to progress through these stages of debate emphasises the limited degree of autonomy the House Staff had within their own field. There are indications that the Head of Houses contributed to the lack of status felt by House staff. Thus the cynicism expressed by staff on the objectives in establishing the Working Party was understandable.

The Sixth Form General Studies discussions superficially exhibited a degree of autonomy not seen in other areas. The information presented for consideration clearly stated the problem and proposed solution. The non-involvement, yet physical presence, of the Headmaster in the meeting was observed as an attempt by him to subjugate his role. The resolution of the problem and the difficulty in co-ordinating the resolved action, did not exemplify a complete professional commitment by staff. The ability to govern or regulate the execution of tasks and working practices are the hallmarks of a profession. The demonstration of the ability to retain this responsibility relies on the involvement of personnel showing their ability to effectively discharge the responsibility. The lack of response, after the constructive participation of staff in the choice of a mutually agreeable solution, did not meet the above requirements. Such a demonstration could be a reflection of the self-image of staff which is not of a professional nature. The quasi-professionalism of teachers has been referred to earlier (Chapter 4). The inability of staff to demonstrate a professional attitude can be used to support the view that the unions' aims in seeking a total graduate teaching population will still not realise the status of teaching as a profession. The status will only be realised when an ability to responsibly discharge autonomy is realised.

Further information was released during a somewhat heated exchange when the distribution of capitation was raised. No decision or debate transpired in this area, but the revelation of the information and the method of its communication demonstrates two other factors to be derived from the results: communication methods and the influence of individuals.

Communications

The initial concept of the development of a taxonomy of communications and an assessment of their use and influence was perceived as inadequate. Such concepts have traditionally excluded non-verbal communication and the total range of individual's perceptions and interpretations as part of the communications process.

Reviewing the methods of communication of information in Queensacre School there was very little use of written communications. In the options debate the only written communication generated and used was the minutes of the previous meeting. The minutes were written in a summary form and posted on the staff notice board a day or so after the meeting. These were never referred to by any member of staff as being a reference to be consulted. In other discussions, reported summary information was provided as a basis for debate. This amounted to one report on each occasion.

The major channel for information exchange was that of verbal communication. The observation of the exchange of information in this way and its recording by an outside observer could in no way give a true indication of its influence (Eilon 1968).

The perception of its content and its application to individual's viewpoints could not be ascertained unless an understanding was created of how recipients saw the individual's with whom they were communicating. The use of the repertory grid method provided this opportunity.

The Influence of Individuals

The interpretation of verbal communication relies both on the perception and emotional reaction to its content and the transmitter. These in turn rely on the personal concepts and attitudes of the recipient (Harlow and Compton 1967). Argyris and Schon (1976) use the above concepts in their development of explanations of action by the 'Theories in Use' which are based on assumptions from self, others and situations and connections between action, consequence and situation. An individual's description of the assumptions and connections can be contained in the personal view of individuals in particular situations. The information derived from the grid method relied on one such situation in the 'options debate'.

The Headmaster is seen in an authoritative position and quixotic in personality. The key dominant role he played throughout, in providing information in emotional ways, generating the solution to the debate, not creating the possibility of the pupils studying three science subjects, stepping in to defend his First Deputy, reacting dramatically to the enquiry on the distribution of capitation, his response to the Working Party report and the feeling of staff about their status in his eyes, can be allied with the constructs of:-

Reacts unfavourably under pressure.
Self interested.
Arrogant.
Altruistic.
Autocratic.
Unpredictable.
Childish Attitude.

Dogmatic.

Emotional.

Impatient.

The same constructs were used to describe the Head of Science and could equally explain the reaction to the proposals for greater autonomy in the science area of teaching (See Chapter Six).

The more sympathetic description of the Head of Humanities in being interested in pupils and approachable is closely aligned to his actions in the meetings. The pairing of individual respondents with him shows a close identity of staff with his perceived teacher/pupil orientation.

The difference in use made of various constructs showed, to a limited extent, the use of psychological constructs in the perception of others. This would tend to confirm Argyris and Schon (1976) findings that the observer applies a Theory of Explanation in seeing actions. This contrasts with the situation when the respondent is the actor and Theory of Control is applied. The results also are supported by the Theory of Attribution when individuals explain their own actions in terms of their roles and others' actions in terms of meaning (Jones, Kanonse, Kelly, Niskett, Valius and Weiner 1972). If this item was to be expanded upon and the research aimed to confirm the degree of use of psychological constructs in other similar situations, then the types or examples of psychological constructs for respondents' use would have to be specified. The constructs elicited in this research were those which the respondent perceived as being most appropriate in the analysis of the triad. This led to a variety of constructs which were difficult to classify. The psychological construct was also relatively low in number. Where psychological theories are to be

confirmed then, either the provision of a range of scaled psychological concepts from which the respondent makes a selection or a specification by example of the type of construct required, needs to be employed.

This would greatly assist the ability to analyse the situation in psychological terms.

Power and its use

The most influential person, in the school, vested with official authority, was the Headmaster. From the initial interviews with him it was obvious that he felt he had the right to veto decisions made in the school and that he would exercise that authority.

Following Luke s' categorization of power, the Headmaster was seen to use his position in the following ways:-

a) where there was conflict of interest

i) coercive. This was demonstrated in the discussion about the allocation of capitation. The Headmaster was asked to reveal the reasoning and facts behind the allocation. His outburst and challenge to other staff, demonstrating his displeasure at the request, was intimidating to staff and could be seen as a coercive tool. The references from the repertory grid, showing the perception others had of his character, show this was not an isolated incident.

ii) remunerative. In the initial meeting about the development of new courses for the comprehensive entry to year four, there was a monetary-based incentive. The prospect of increased finance for departments which promoted the development of new courses, and that allocation being under the control of the headmaster, encouraged early positive reactions. Although these financial incentives were not going to provide increased personal

financial gain, the status of departments allocated extra finance would rise, as would their capacity to maintain more pupils on more courses.

At a more personal level the Headmaster had the capacity to recommend promotions and provide references. This position of influence was seen to restrian some younger members of staff from expressing opinions.

iii) normative. The Headmaster's views on the type of school Queensacre should become, and the facilities it should provide, were well known. The views were also at variance with those of the staff and parents, as shown in the discussions on the future development of schools within the area. The Headmaster was also recognised for his desire for academic excellence. In both the above respects he was seen as being more sympathetic towards the more able and sixth form sections of the school. The campaign for extra curricular activities for the lower school forms by pastoral staff, possibly at the expense of the sixth form activities, was predicted by staff as an area in which the Headmaster would exercise his veto due to the decision being against his views. Eventually he avoided a decision on the paper by not acting on its recommendations or the results of the ensuing debate.

The Headmaster's interests were also seen as apparent in his consideration of the new syllabuses for the comprehensive fourth-year groups. Members of staff in contact and experienced in working with the less able witheld information and comments on the proposed scheme.

When asked why they did not comment their responses were uniform in that they saw the Headmaster giving priority to administrative convenience and the views of the more 'academic' members of staff. The latter was indicative

of the feeling that expertise in the area of remedial work was not considered as highly valued as the sixth form and academic teaching experience. Power was exercised in both the selection of people to consult and the information brought forward as authoritative and relevant.

b) direction of discussion and information

This was probably the most obvious area of control exercised by the members of the school staff and one which was crucial to the decision making. Throughout the period of research there were a limited number of permanent references, in the form of communications, of details pertinent to the decisions being made.

i) The decision on options had only the minutes of the past meetings as permanent records. Oral communications of thoughts on timetable plans were given to people by the Headmaster and his first deputy. The crucial people informed of the suitability of the solution to the problem were the Head of Humanities and the Head of Science. Both were informed on separate occasions by the Headmaster of the administrative solution to the problem and the requirements of each department to establish courses to 'fill the defined gap'. Neither head of department met each other to discuss the points, but the Headmaster acted as intermediary assuring each of the others approval for this scheme. The physical separation of the departments and the intraverted views of departmental staff seem to have been 'played-on' to a great extent. When the option ideas were presented they were drawn on a blackboard in a meeting and not issued as a consultative document beforehand. The temporary nature of the presentation of the scheme and the immediacy required for discussion and decision governed the decision making process and the involvement of staff.

The selection of the means of presentation and discussion by the Headmaster underlined the preference for verbal rather than written or considered consultative debate. Information was also said to been witheld by the Headmaster. This information concerned the types of resultant qualifications appropriate to courses for the less able. Such information would have been useful in designing the courses and its absence led to less well informed discussion. The lack of that information also discredited and disappointed the member of staff who produced it. The status and prestige of the person, on both personal and public levels, was affected, reinforcing the Headmaster's dominant position.

ii) The Committee discussing out-of-school activities had, as a remit, a document written by the Headmaster. Control was therefore exercised in an attempt to restrict the area of decision-making. The committee in some ways fought against the restrictions and produced a document, containing recommendations, which was briefly discussed and then held by the Headmaster.

iii) The more open debate on the sixth form general studies was seen as an opportunity for decisions to be made by the staff concerned and interested in this area of work. The Headmaster's presence but lack of involvement in the debate at meetings concerned with the subject was perceived as approval for the process adopted. The staff involved were those concerned with the sixth form and academic areas of work. Such a lack of intervention on the part of the headmaster was seen as a declaration of faith in the responsible attitude of such staff. The lack of involvement of staff, at the end of the debate, in providing the practical support to implement the agreed solution was not discussed by the researcher with the staff.

Some interpretations of this lack of enthusiasm could be

a) the process was inconsistent with previous discussion processes and was distrusted.
b) staff were not used to being able to exercise their own expertise in providing solutions to problems.
and
e) a lack of extended professional interest within the organisation.

c) covert influencing of staff

No member of staff ever commented on the feeling of being manipulated in a covert way. At no time in the interviews with staff, including the Headmaster, were there indications of covert persuasion in line with Luke s' thoughts.

Reflections of the 'research' worker

The fundamental nature of the research was for the 'researcher' to become intimately involved with the personnel of the school in the decision-making area. The overt entrance of a 'research worker', the recognition of his status and his intent, without the acceptance by staff of a consultant in organisational practice being required, was bound to affect the decision-making processes that directly followed entry.

The hope was that such disruption could be kept to a minimum and the regular procedures and relationships would be re-established prior to the active research programme being instituted. In all interaction research precautions are taken to minimize disruption to the regularity of the organisation. Long periods of time are taken over negotiated entry and acclimatization to achieve this goal. In this particular piece of research,

where the relationship from the new entrant to facilitator ended with the projection of the researcher into a traditional role and then his rejection, the interaction research relationship can be said to have eventually broken down. The high degree of involvement of the researcher and his changing roles warrants some explicit comments.

Although the process of changing roles was a continuing process throughout the research, the continuum can be seen in the three approximate phases:-

a) Introduction and acclimatization

This extended from the initial negotiations to the decision to discuss and record the topics on which debate and decisions were likely. During this period the researcher perceived very positive reactions from members of staff. The feeling of being regarded as an interested acquaintance working in the same field as the staff concerned gave rise to information being given about the school and its departments. This openness allowed for a quick familiarity to be gained with the overt internal structure of the school. The researcher regarded himself as a learner and observer at this stage. The personal feelings of nervousness and apprehension were reminiscent of being a new member of staff or a new pupil in a school. During this phase there was a two-way flow of information as the staff enquired about the research and the researcher. Skills in maintaining a dialogue on this topic made the researcher feel, on occasions, like a salesman or an interviewee.

The analytical skills brought into play by the researcher were those attempting to ascertain the trends in comments made by staff which demonstrated their interests, bias and prejudices. The development of such an awareness

is along the lines of that recommended in the participative research literature.

b) Information gathering and interaction

The process of establishing a position of involvement with the staff carried with it the first indications of a non-acceptance of the research. Some staff members did not wish to participate and expressed no interest in the research or the researcher. As the interactive relationships developed so the researcher became involved as a facilitator to assist in exploration of the situation, sift through and synthesise information. The latter roles were undertaken with other staff. In order to elicit more information and examine the thoughts of the staff the reseacher became a questioner and listener.

In an isolated capacity, the researcher became a reviewer of information and records, reflecting on viewpoints in order to compare and contrast them, and assess their contextual validity.

c) The interactionist and the traditional researcher. The former research role developed in phase b) and came to its zenith in phase c) with the traditional role developing later in stage c) (towards the end of the research programme).

The interactionist roles became most obvious in the discussion and provision of the grid based on the Personal Construct Theory. The researcher found himself very strongly in the facilitator role as the staff initiated the items which needed to be assessed in order to establish patterns of personal influence. However, after revealing the information, the staff seemed aware of the potential dangers in discussing and openly analysing the information.

At this point, despite or because of the encouragement of the research worker, a resistance was felt to any further progress along the interaction research line. The onus for analysis was left to the reseacher. There also developed a wary relationship between staff and the researcher. This was demonstrated on a number of occasions by staff commenting on the potential danger of misuse of the information. The lack of progress in establishing the research process again led to the termination of the programme. The staff had effectively rejected the research process. The breakdown of the relationship seems to have derived from the revelation of very personal thoughts. The Headmaster comments to the staff about the researcher being present "so be careful what you say" might almost be viewed as prophetic.

The results, despite the variation of constructs provided, tend to confirm the authenticity of the reality perceived by the staff and the researcher in the synthesis of the meetings and interviews. The number of cross-checking opinions have given a contextual validity to the results, and the use of methods of gathering data which are compatible in their quality of resultant information, have given convergent validity to the case study.

One aspect of the results that could well give rise to further profitable research is the perception in the role of female teachers. Despite the official ranks they held and the number involved in the committee, very few were perceived as active in the decision-making process. Even the First Deputy is only seen on one occasion by one respondent as being involved.

The indication of a high degree of self perceived 'isolation' leads to the suspicion that their role enactment is strongly supported by a universally similar psychological base.

CHAPTER EIGHT

CONCLUSIONS

The conclusions drawn from the research lie in three areas. These are: the methodology applied in the research; the management and decision making in the school; and the implications for school administration.

Methodology

In discussing the organisational theorizing related to schools, Hoyle (1975) states "so long as it is balanced by a phenomenological approach to the study of organisational process, the development of models of organisation can sensitize one to key issues and permit tentative generalizations and comparisons".

This study has attempted to apply the phenomenologically-based interactive and holistic methods to focus on the decision-making processes within the school. The use of the research methods resulted in a qualitative picture of the process which possessed a high degree of consistency and reality as far as the participants were concerned. The participants' involvement in both summarising the interview material and identifying areas requiring investigation is the main reason for the realism in the results. The feelings of lack of status, autonomy, responsibility and trust were predominant. Such negative feelings affected the staff involvement in the decision-making process and, I feel, in the eventual moves to disengage from the research.

The method aimed to extract the influences which were communicated and affected the decisions which were made. A more positivist approach,

analysing the written, recorded and spoken communications, would not have been able to ascertain the depth of feeling related to the communicators.

The lack of written communications produced the bases for discussion which relied on memory and the interpretation of transient material. The value and regard for this information were strongly influenced by the perceptions that receivers had of the source or transmitter of the information. These perceptions were effectively elicited by the administration of the grids based on the Personal Construct Theory.

However, to fully pursue the aspects of the theory, stated in the corollaries, more attention should have been paid to establishing the psychological constructs. These constructs would have provided greater validity to the relationships between staff. Groupings within the staff failed to be established and only indications of similar views between women staff-members were obtained. The disadvantage in prescribing the types of constructs to be used is the removal of the individuality of response so fundamental to holistic research methodology.

The production of deep-seated feelings and thoughts from the staff leads to dangers. The potentially harmful effects in noting and debating previously witheld personal views can disrupt the social balance unless there is faith that a) the research will benefit the organisation to an extent that makes the disruption bearable, b) other staff members respect the purpose behind the research and hence view the feelings expressed in a rational way and c) the reseacher/facilitator respects the social situation and the feelings and desires of those involved in the research process.

The latter emphasises the crucial role the initial negotiations play in interactive research. The length of time taken to negotiate entry into a school to carry out this research reveals the doubts and apprehensions that key staff have in embracing the more open research based on personal viewpoints and experiences. The interactionist approach also has the disadvantage that in negotiating entry into the organisation there is no clear definition as to the methods to be employed and hypotheses to be proved, as would be the case in a more positivist research method. The uncertainty of the effect of the research and what it might reveal limits the employment of interactive research methodology to organisational research where problems have been realised, changes seen as necessary and organisational staff willing to embark on a change based on their past experience.

Interactive research technique is more likely to live up to its full potential when:-

a) the staff have defined a need for research;

b) the staff have decided what they wish the research to provide;

c) a 'consultant' is seen as a professional way to facilitate the research;

d) a successful negotiation of a working relationship has been established between the 'consultant' and the staff; and

e) the staff are convinced that the 'risk -taking' with personal views and comments will reap rewards.

The researcher entering an organisation without such support faces a difficult task to establish, maintain and show the benefits of both the method and the research conclusions. In this piece of research the projection of the researcher into the traditional role serves to illustrate

the lack of confidence in the benefits that might have resulted from a discussion of the situation.

The research only revealed a situation existed with regard to communications and communicators. The potential of the research would have been achieved had its results been used to resolve the underlying difficulties.

Management of the School

Despite the projection of an image of openness and tolerance, and of a democratic management system, the Headmaster was perceived as being removed from the staff. The results confirm the view expressed by workers, such as Bidwell (1965), that the authority of school administration over teachers is primarily a dominant one. The maintenance of that authority in this case study has shown itself, not only in the fear by some staff of sanctions but in the control over decision-making. The flow of information to the committees, the retention of recommendations of working parties, the predictable emotional reactions which inhibited contributions of information and experience, the presentation of information from the external encironment, all contracted power into the hands of the Headmaster. This many faceted representation of power is confirmation of such views as Lukes (1974). There is, however,a dichotomy to be resolved. In a situation where personnel are involved in structurally discrete and relatively independent sub-units, they will experience a certain degree of autonomy. When gathered together to resolve issues on behalf of the whole organisation to which their sub-units belong, the strength of commitment is only likely to be maintained if their autonomy is seen to persist. In the present educational

circumstance, the Headmaster is solely responsible to the Governors and Education Authority for the activities in his school. The Headmaster is thus bound to maintain his veto in order to safeguard his position, unless he has a sympathy with democratic control which on occasions he is willing to allow to endanger his standing.

Educational organisations are increasingly being asked to orientate their their resources to satisfy the demands of society. If full effective use is to be made of both staff and resources in planning strategies for educational provision, then staff with specialist knowledge should be seen to contribute to the strategy. Within this case study such involvement of expertise was inhibited, due to the resolution of power into one man's hands. Actions to maintain a "powerbase" by management personnel only served to detract from the potential quality of education for sectors of the school.

John (1980) says at the conclusion of his work on leadership in schools that "the essence of the task of constructive leadership is to foster a climate of security and openness which enables identity and corporate commitment to flourish without the need for scapegoats or adversaries".

From this piece of research the methodology can be said to have revealed that the Headmaster failed in this respect.

Implications for school administration

The results of this research show a contradiction in the perceived management behaviour and professed management ideals of the Headmaster.

However, it would be folly to consider the Headmaster and his influence in isolation from the local authority staff, governors, parents and pupils with whom he comes into contact. Pressure from all these quarters affects the way, and the degree to which, Headteachers communicate with other parties in their environment. Attention to others may well have affected the situation in which the Headmaster found himself. But, he did not seem to pay attention to the teachers' feelings. Richardson (1973) observed "There is among teachers a widespread fear that to accept the reality that different levels of skill and responsibility exist and must be reflected in the management structure implies accepting a diminution of their own power to influence decisions taken by the Head. The existence of a hierarchy (which is, in fact, an ordering of tasks and responsibilities) is seen as undemocratic and therefore repressive".

The Headmaster attempted to dispel that undemocratic feeling by alluding to openness and involvement, yet his tactical behaviour to maintain his 'power base' contradicted and nullified his democratic ideals. Participation and consultation can be encouraged by procedures which allow for debate, but these procedures must be seen to fulfil the expectations and actions resolved by the participants. Vetoing the enactment of the end product of participation and consultation by the use of institutionalised power only frustrates the staff and brings the management procedures into disrepute.

This research has shown that the effective use of communications networks was to maintain the decision-making power in the hands of a few. Where this exists, inefficiency is seen in the employment and involvement of staff.

Such inefficiency deprived Queensacre of the full involvement and thus the expertise of staff. If this research example was to be substantiated by similar research in other schools, then the costly waste made up of alienated, highly-skilled staff could be seen as justifying further management studies and training in education at the school level.

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APPENDIX A

Government legislation in the development of comprehensive education.

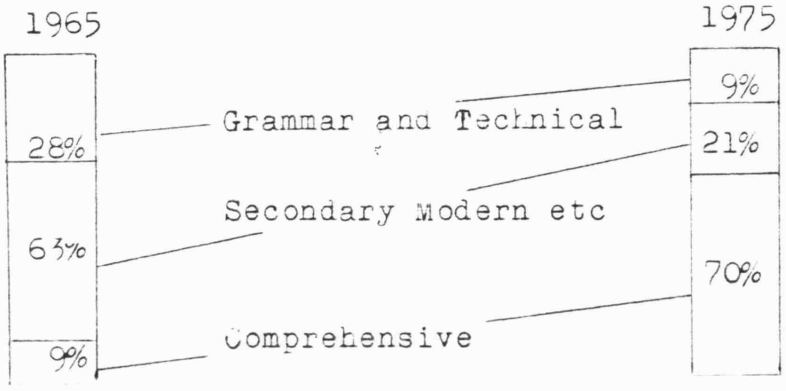
1965	Circular 10/65 "The Organisation of Secondary Education"	This suggested different forms of comprehensive organisation. LEA's were requested to submit plans to the Secretary of State for the re-organisation of secondary education in their areas on comprehensive lines.
1970	Circular 10/70 "The Organisation of Secondary Education"	Withdrawing 10/65
1974	Circular 4/74 "The Organisation of Secondary Education"	Withdrawing 10/70
1975	Circular 7/75 "The Phasing out of Direct Grants to Grammar Schools."	

APPENDIX B

The information is derived from 'The Comprhensive Reform: All over but the reorganising', by Caroline Benn in Forum, Autumn 1976.

Table 1

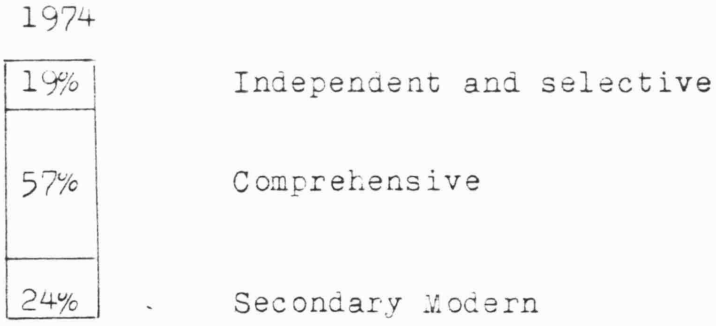
Maintained System of Secondary Education. % of pupils in different types of schools.



DES Stats 1965/75

Table 2

National System of Secondary Education. % of all secondary pupils in different types of schools.



DES Stats Vol I

APPENDIX C

The following appendix contains some comments, published in national newspapers, relating to the Panorama programme dealing with a comprehensive school.

Fire at 'Panorama' school: Mr Edward Jones, Headmaster of Faraday Comprehensive School, at Acton, London, standing by the ruins of a classroom that was burnt to the ground on Monday evening, only a few hours after a documentary film about the school had been shown on *Panorama*, the BBC television programme. Mr Jones said yesterday that he was convinced that the fire had no connexion with the programme, about which parents, teachers and pupils at the school had complained. That film showed children smoking after school, reading comics in class and interrupting teachers. Of 15 hours of filming, only 50 minutes was shown, and Mr Jones said many of the positive aspects of the school had been cut. After a special meeting last night the school staff issued a statement condemning the portrayal, which was directed by Miss Angela Pope. They maintained that written assurances by Miss Pope to give a balanced view had been broken. Situations had been contrived to give an adverse impression, they said. Miss Pope was not available to comment yesterday, but the BBC said that all complaints would be dealt with individually.

'Panorama' school

From Mrs Gitta Wood

Sir, The *Panorama* programme (March 21) was the first blow struck by the media for truthfulness in the eternal, and now very boring, battle of the education debate. Without commentary and without confrontation between articulate teenagers and interviewers, the BBC gave us a picture of a group of pupils who have no voice and are never represented, though endlessly discussed.

As I write the morning after, the radio is already jammed with the voices of entrenched interests, meting out blame, threatening action and generally fearful for their own positions in the education structure. They, too, ignore the pupils we saw last night.

I would like to express my admiration for the programme, and hope it will become compulsory viewing for every student teacher. It showed what so many of my colleagues and I know only too well, that comprehensive education cannot be evaluated because it does not exist; not, as the politicians would have us believe, because a minority of ambitious parents send their possibly able children elsewhere, but because the comprehensive ideal has never been researched, tested and implemented in educational terms as was the reform of our primary school education. Comprehensive schooling has been imposed on teachers and pupils alike as a political and financial superstructure, and as such it has rightly failed.

The programme showed us some of the results of that failure in the desperate boredom, the deep frustrations and the deprivations among teachers and pupils alike; those pupils particularly who are most in need of everything that good schooling should provide. It does not matter any more who is to blame, nor whose pet teaching methods are accepted. If the lesson from the programme could be learnt, perhaps the pupils could teach their elders to stop the in-fighting and face the real issues involved in the education debate.

Yours faithfully,
GITTA WOOD,
4 Harty Close,
Stifford Clays,
Grays, Essex.

From Mr Stephen Corrin

Sir, My own experiences as a senior teacher in a north London comprehensive (ex-grammar) school were infinitely worse than those shown in the *Panorama* film of Faraday School. Some of my more junior colleagues must have gone through hell. The noise, insubordination and inattention which the cameras showed prevailing in some of the classes must surely be fairly common throughout most schools—even grammar schools—nowadays. So I fail to see what all the fuss is about.

Yours sincerely,
STEPHEN CORRIN,
10 Russell Gardens, NW11.
March 22.

THE TIMES

March 23rd

1977

From Mr and Mrs J. C. Morris

Sir, We write as teachers who have spent the better part of our teaching lives in Acton secondary schools, each about a mile away from Faraday High School which was the subject of last night's *Panorama* programme (March 21). For more than 20 years we have taught in this area. Each of us has taught at every level from first year remedial classes to upper sixth scholarship classes. We can therefore claim to be expert witnesses.

We have met, and we know well, a number of teachers at Faraday High School including some who are former pupils of our own. We respect them as capable teachers. They did not appear in the film.

The school is rated as one of "Educational Priority"—teachers are paid above the basic rate for teaching there—as they are in the other Acton High Schools. Yet Faraday High School was presented, without comment, as an "ordinary" a "normal", comprehensive school. But cameras have to be placed. Film has to be edited and the bias of the director was obviously towards the ideology of the "Black Papers" the latest of which, significantly, is due for publication this week.

If, in fact, the whole school were in the condition suggested by the film, the education authority, governors and teachers' unions would have demanded an investigation without waiting for an "exposure" from the BBC.

It is cruelly unjust to pillory the incompetence of young teachers on probation without showing how experienced teachers could manage the same group of children. Every mature teacher knows how quickly the "devils" become "saints" under the guidance of a skilled teacher. What experienced teacher would threaten mass detentions from the beginning and so provoke a united opposition or attempt to deal with a topic as important as the rise of Prussia without a map or indeed, a knowledge of the text? What experienced teacher would try to teach logarithms without making sure of his supply of log tables or try to teach human biology—especially sex—by dictating "notes"? So long as the career structure in teaching is based on a promotion system which removes the older, experienced teacher from classroom to "administration", the problems of class management and teaching techniques will be intensified.

The film did much to promote unnecessary horror, little to give rise to constructive discussion. It left us with the sad impression that the BBC could teach Goebbels a lesson. Instead of "Choose a big lie and shout it about until people believe it" we had "Suggest a half truth and say nothing about it. People will believe the 'evidence' of their own eyes."

Finally—had not Angela Pope's camera a rather selective colour filter?

Yours faithfully,
J. C. MORRIS,
J. M. MORRIS,
Rambler Cottage,
Fifield,
Oxford.
March 22.

The 'Panorama' school

From Miss M. Turnbull

Sir, Why do we so often find we are unable to look a dangerous situation squarely in the face? Right up until the crunch comes we try to balance the good with the bad until the bad finally overcomes. If we do not remove the rotten apple from the barrel all the apples will in the end become rotten.

So it is with education today. The "Panorama" (BBC television, March 21) programme revealed a school situation which occurs day in, day out, and if it only occurred in ONE school it should be a cause for concern. The programme concentrated on a potentially very dangerous situation which we would be most unwise to ignore, to say the least. The burnt down classroom at Faraday Comprehensive School may or may not have had a connexion with the "Panorama" programme, but it presents a very pungent comment.

If we are to stop the rot we must be perfectly honest with ourselves and have the humility to admit our failures. We must be honest enough even to revert to discarded methods of discipline and teaching where so-called "modern methods" are proving to be wrong or even harmful and whose results only produce "rotten apples".

Yours faithfully,
M. TURNBULL,
3 Kipling Road,
Stratford-upon-Avon,
Warwickshire.

From Mr W. R. Page

Sir, Mrs Gitta Wood (Letters, March 29) applauds tht "Panorama" programme because, she says, it is a timely condemnation of comprehensive schooling.

I saw it quite differently—as a condemnation of bad teaching. And bad teaching can take place in any sort of school.

As an old teacher, I felt profoundly sorry for both the teachers and the students shown: teachers making all the mistakes I myself made in my first years and students reacting no better than they did in my day. (And no worse.)

We learnt to cope with difficult classes by trial and error and from the advice of sympathetic and experienced colleagues. We certainly could have had more warnings from our training colleges, but controlling a class can only be learnt in a classroom by doing.

I was 40 when I began teaching and, naturally, maturity helped—though it did not prevent the making of mistakes. Should not all teachers have, say, five years experience of some other job before starting training? The teachers in the film looked so young. Where were the senior teachers?

Yours, etc,
W. R. PAGE,
74 Antrim Mansions,
Antrim Road, NW3.

From Mr and Mrs Kenneth F. W. Doughty

Sir, The main criticism directed against the recent "Panorama" film on comprehensive schools has been that it was unfair and selective to show the more difficult classes being taken by the less experienced teachers. The questions which need to be asked are why such classes are left to the weaker staff and whether the impression left by the film was a fair one.

In our experience as former teachers in comprehensive schools it is normal practice for some heads of department to adopt just this attitude, reserving the better and more disciplined classes for the senior staff whilst leaving the new entrants to the profession to manage as best they can with the more difficult classes.

Unless and until this attitude is reversed the general standard of discipline of the more difficult classes will never be raised, and the scene shown in the film will continue to be typical of many schools.

In our opinion the film was a very fair reflection of life in some comprehensive schools, particularly in the contrast shown between the sympathetic attitude of the more experienced staff in their pastoral activities and the appalling lack of understanding shown by their less able colleagues.

Yours etc,
PATRICIA M. DOUGHTY,
KENNETH F. W. DOUGHTY,
Wessex House,
Lockerley,
Romsey,
Hampshire.
March 25.

From Mrs John Badenoch

Sir, I was not at a boys' school or at a mixed school, but I wonder how many girls there are, from any type of girls' school, who cannot remember at least one occasion of chaos in class.

Yours faithfully,
ANNE BADENOCH,
123 Woodstock Road,
Oxford.
March 23.

THE TIMES

March 26th

1977

THE TIMES

March 31st, 1977

The 'Panorama' school

From Mr Gerard N. Hughes

Sir, The concern of members of the Education Committee of the London Borough of Ealing about some of the proceedings leading to the BBC sponsored *Panorama* programme on Faraday School will be heightened by the letter from Miss Angela Pope (March 28). She refers to encouragement by the "Labour controlled London Borough of Ealing". As the Chairman of its Education Committee I am only aware of one occasion when the matter was discussed—and that was when the full Education Committee met on November 10, 1976—when permission was given, subject to conditions, for a film "the main purpose of which would be to give a genuine portrait of daily life in a large secondary school". I, and my committee members, intend dispassionately to examine what has in fact happened and I do not, therefore, wish to comment prematurely except to say that some points in Miss Pope's letter do not accord with my recollection of events or my understanding of fact.

Yours faithfully,
G. N. HUGHES,
Chairman of London Borough of Ealing Education Committee,
Town Hall.
Ealing, W5.
March 29.

From Mr Michael Lourie

Sir, As one of the Ealing Education Committee who voted in support of allowing *Panorama* to film at Faraday High School, I should like to assure Angela Pope (March 28) that after seeing the film I have no regrets. It is a good thing that the public should be aware of some of the problems that classroom teachers face. Other than being a councillor, I am a teacher at a comprehensive school in West Drayton. I enjoy teaching my 3rd, 4th and 5th year classes but sometimes it is a struggle. Standards at Faraday are comparable to most comprehensive schools in Greater London. Angela Pope has succeeded in showing the reality of the situation.

Yours faithfully,
Yours faithfully,
MICHAEL LOURIE,
Labour councillor,
Town Hall,
Ealing, W5.
March 28.

THE SUNDAY TIMES April 3rd, 1977

Comprehensively speaking...

THE TALK of indiscipline in comprehensive schools implies that this is a phenomenon that suddenly appeared in the last decade. Our parents of today must have short memories.

I have no reason to believe that my experiences 15 to 20 years ago were much different from anyone else's. My 500-strong Grammar School in well-heeled, respectable Ealing taught in the "old way," was strict and possibly above average academically—pupils went to university and carted off large quantities of A-levels—yet I knew directly people involved in the following: an unpopular teacher being beaten up by pupils on his way home; fellow pupils hospitalising a boy for two weeks; boys masturbating in a mixed class; teachers reduced to tears by unruly classes; a wing of a school set on fire by pupils; fireworks let off in class; a teacher threatened with a flick-knife in the classroom—need I go on?

Pupils violence and indiscipline go back as far as Tom Brown's Schooldays: they cannot be blamed on the introduction of comprehensives. **Bob Ritchie**
Leighton Buzzard

ACTIVITY METHODS: We now have in the secondary schools pupils who have been taught, often badly, by the activity methods, being taught by teachers who are themselves the products of the same system. Chaos, not surprisingly, frequently ensues. What we need to do now is not to scrap the activity methods out of hand, as some of your readers suggest, but to train teachers who are prepared for the demands it places upon them if they are to teach well by it, and to back them up by reducing the size of classes in the primary schools, providing adequate resources—and paying them enough to compensate for the extra strains of teaching informally but well. This may not be the whole solution to our present problems, but it would be at least a step in the right direction. **Pat Watson**
Leamington Spa

MIXED ABILITY: The commonest misconceptions among the so-called "anti-comprehensives" concerned the principle of mixed ability classes. The critics of mixed ability tend to view the entire concept as gimmickry and forget that those who encouraged mixed ability teaching had educational principles underlying their thought. Chief among these was to heal

Victims of the system?

the rifts and divisions in society between "us" and "them."

Another misconception stems from the inability to see that mixed ability classes are only half of the story. Mixed ability classes require mixed ability teaching. This is probably the greatest single area of failure in comprehensives at the moment. Many teachers set the same piece of work for a class of thirty children with IQs ranging from 80 to 140.

Mixed ability teaching means planning work with sufficient diversity and scope for each learner to extend himself. It also means spending much more time with pupils as individuals and far less time giving orders to underlings from the desk at the front.

Alan Combes
Head of English
Westfield School, Redcar

POLITICAL BASIS: The whole basis of the comprehensive school fixation is not educational at all; it is political, founded on the belief that all children are equal, and that if they are not, they are damn well going to be made to be. But children are not equal. They are individuals, and they are all different. The political egalitarianism which asserts that all children are equally intelligent and that they must therefore all be taught in the same way, without selection of any kind, has brought to ruin one of the best and most admired educational systems ever devised.

The factor which makes the comprehensive schools so inefficient is the enormous ability gradient inherent in the system. Even when the head teacher is enlightened enough to allow streaming throughout each year-group, in order to reduce the impossibility of the task of trying to teach educationally sub-normal pupils in the same class as potential Oxford scholars, the gradient in each of the eight or more classes in the year-group is likely to be too large for good results.

In consequence, the most intelligent pupils, who generally prefer to learn as much and as quickly as possible, become thwarted and bored, and may well take out their resentment in indiscipline. The weaker members of the class, simply unable to cope, quickly give up trying, and no one gets anywhere, least of all the harassed teacher. But the tragedy is that the intelligent children, vitally needed as leaders of the community, will never reach their full potential and will be dragged down by the less able. This process *always* works in a downward direction. In forty years' teaching, I have never once known it to work upwards.

E L Dean
Enfield.

PARADOX: Are the critics of mixed ability classes and mammoth schools aware of an unavoidable paradox: mixed ability classes are essential in the small school, while level ability classes can only be achieved in the large school with a class for every rung of the IQ ladder.

Andrew Carroll
Altrincham

MADE TO MEASURE: Surely all your correspondents for pro and anti comprehensive schools missed the one vital point. There was once a standard policy over the whole country. The number of children who passed the 11-plus conveniently fitted in with the number of places the particular county had to offer at grammar schools.

Mrs P. L. Marjot
Esher

DEPRESSING: Ultimately more depressing and revealing than Angela Pope's Panorama film about Faraday School has been teacher and teacher union reaction. We teachers profess to develop and encourage decent questioning and an unprejudiced attitude towards issues and personalities. When *we* are questioned, we exhibit in full measure all those vices we are supposed to be mediating in others. Teacher, heal thyself.

Mark Featherstone-Witty,
Sawbridgeworth

APPENDIX D

This appendix contains examples of letters sent to schools after the initial interview with the Headteacher. Also enclosed in the appendix is an example of the outline of the research which accompanied the letter forwarded to the school.

THE OLD BREW HOUSE,
PROSPECT PLACE,
BATHFORD,
BATH,
AVON
BA1 7TW
3th. May 1978.

School A.

Dear .

I would like to thank you and your colleagues for the time and consideration you afforded to me on Wednesday. Following our conversation I have looked at the theoretical background to the research and my initial envisaged requirements in relation to your school's administrative structure. Despite the lack of an ideal size of committee the advantages of a well-established system which is intimately known and used by the school staff, override the disadvantages.

The size of the committee and regularity of its meeting pose certain practical problems from my point of view. A more detailed consideration of the functioning of the school to pick the best committee to work with is really necessary. I have, therefore, taken the liberty of drawing up a suggested way of considering the research programme by your staff together with personal comments as to why this approach should be adopted. I have also enclosed a summary of the envisaged research programme related to some of the theoretical background for those who wish to consider the matter further.

I am fully aware of the scepticism with which many teachers view educational research which is related to the functioning of a professional body. I would, however, ask the staff to consider my submission sympathetically on three scores: a) the research is assessing the validity of a number of research methods which have recently been proposed to replace or supplement previous 'objective' methods of social science research. The project may thus contribute to the advancement of research methodology.

b) the research should provide a realistic view of the administrative functioning of an internal committee of a school which could be used by trainee teachers in obtaining an insight into the workings of a school.

and c) the research is an academic exercise, which I hope will be viewed as a joint venture, the results of which will be for the restricted use and circulation of the school, the School of Education and myself for submission to the University of Bath for a Ph.D. degree.

I would be grateful if you and your staff could consider my attendance in the school for the purposes of my research at the earliest opportunity.

Thank you once again for your help.
Yours sincerely,

Howard Fried-Booth.

Howard Fried-Booth.

The Old Brew House,
Prospect Place,
Bathford,
BATH BA1 7TW.
8th. June 1973.

School B

ear ,

Thank you very much for allowing me so much of your time yesterday. I found your description of the school and its organisation both interesting and informative.

As I explained in my previous letter and during our conversation my research is concerned with the functioning of committees inside schools whose decisions affect the day to day running of the school. The practical part of my work is being associated with such committees as they consider their tasks and to discuss with members of the committees what criteria they use in making various decisions. The length of time I envisage such a process would take to derive enough relevant information would be two or three terms.

If you and your staff would be willing to allow me to carry out part of my research programme in your school then the most appropriate committee for me to be involved with would be the Policy Committee. From your description of the committee the matters it considers, the regularity of its meetings and the method of minuting its proceedings ideally suits my research programme. There may be some practical difficulties because of the number of people serving on the committee but I am sure these can be overcome.

So that you and your staff may consider my attendance in the school for the purposes of my research in a little more detail I have enclosed a summary of the research programme. Should you or your staff wish to discuss the matter more fully I am only too willing to come to the school at a convenient time or meeting. If my attendance at the school is acceptable to all concerned then I would like to begin my work with your staff in September and would therefore be grateful if you could consider my proposal at the earliest opportunity.

Thank you again for your help yesterday.

Yours sincerely,

Howard Tried - Booth.

Suggested way of considering the research programme.

1. That a proposition be put to the Headmaster's Committee and the Common Room meetings that I be allowed into the school to sit in on a number of staff committees to understand how the school administers its internal affairs.

During this period it is incumbent upon me to make myself available to discuss the research programme with anyone who wishes and the decision to allow me into the school be open to review.

An outline of the research proposals is enclosed.

The reason for the initial period of 'settling in' is to get to know the school, its functioning, the 'verbal shorthand' used and for the school to assess me and the work I am doing.

2. At a point in time not later than the half-term of the winter term 1978 for me to approach the chairman/chairmen of a suitable committee/ suitable committees with a more detailed research outline which can be considered by the committee(s). Again I propose I should be available for questioning as to the methods to be used and should build into or alter the programme to the mutual agreement of myself and the committee(s). The committee(s) should also have it in their power to turn down any part / whole of the proposals involvong them. Prior to this point of commitment the decision regarding my attendance at the school would be open to review but due to the time factor and the importance of the research to my degree I would hope that from this point on there would be a mutual commitment to see the project through.

Judging from your past experience concerning research students and the feelings of your colleagues I think the matter of my attendance at the school should remain open as long as possible and that in the introduction of new items in the research programme those taking part should be fully consulted. This safeguards their own interests, gives a clearer outline as to the amount or depth of work I may do without alienating them and gives a useful reflection on their regard for the research to that point.

For consideration by the staff.

Summary of the research programme.

During and after the research period any information given or comments voiced will be treated as confidential and the anonymity of the individuals concerned maintained.

AIM To investigate the influences from current and past communications on individuals as they discuss and decide on matters relevant to the internal running of a large comprehensive school.

OBJECTIVES To work with a committee through various decisions and determine what influenced individuals in making the decisions by a) noting their personal comments in interviews.

b) analysing the way in which the debates developed i.e. the dynamics of the meeting.

and c) determining the influence of past events on the positions taken by the decision-makers.

The communications include written and verbal contacts made between the individuals, relating to the decisions taken. They also include contacts and influences in the past affecting the individual's attitudes and approaches to decision making.

The ideal committee considered for this project is one whose influence and major effect is on the internal running of the school and is affected by the climate of views within the school as opposed to those major sources of influence outside the school e.g. the L.E.A.. The reasons for this are that

a) the spheres of reference can be well defined.
b) the committee is at the heart of the area of professionalism amongst teachers.
c) the committee carries a responsibility for the smooth practical running of the school's administration.

Such committees have been termed 'middle management' committees. The membership of a middle management committee is liable to be that of well established teachers, conversant with academic and pastoral implications of their decisions, open to approach and influence by members of staff and in positions of influence. Such committee members in reaching a decision are thus liable to weigh a great number of considerations and it is these considerations which I am interested in determining.

The only way such research is going to be successful in 'getting at' the 'reality' of the situation as seen by the decision makers is by the full co-operation between the researcher and committee members. The true picture will never be seen by the 'objective' view of the outsider but only in the subjective views of the full participants in the debate and decision. It has therefore been proposed that research methods in decision making areas should adopt approaches which allow participants to determine the relevance of material and that the researcher facilitate the investigation rather than dominate or prescribe it. Using such approaches is being seriously questioned and one of the aims of the research is to evaluate the success or failure of the methods by presenting the research material and results to the participants at the end of the programme for their comments.

APPENDIX E

Contained in this appendix are details of the responsibilities of certain members of staff in School A. These members of staff met the researcher in preliminary discussions about the research should it have been carried out in School A.

The Headmaster

The Headmaster, of course, carries the overall responsibility for the organisation and running of the school with a responsibility to and for the pupils, parents and staff on the one hand and a responsibility to the Governors, Community and Local Authority on the other. He is simultaneously concerned with the future direction of the School, its present health and its antecedents. His time is, therefore, divided between nurturing the interests of the school to the LEA, the inspectorate and a large number of institutions and using and being of use to local services referred to elsewhere as "outside agencies".

Within school much of his time is devoted to seeing individuals, boys, staff and parents, and receiving the recommendations and views of groups, always with a view to improving the already good and eradicating the less than good through discussion and consultation followed by decision.

The First Deputy (RB)

The First Deputy carries responsibility for the organisation of the curriculum through his Chairmanship of the Heads of Department Committee. This involves oversight of the spending of Departmental monies and a responsibility for the shaping of the timetable.

The ordering of furniture, the delivery and storage of such, and dealings with the Authority over repairs, decoration, maintenance, adaptations are all within his brief.

The calling in of supply teachers, analyses of examination results, arrangements for travel expenses, taxis, ministry returns, all form part of his responsibility.

The Second Deputy (RJC)

The Second Deputy has a responsibility for the daily running of the School with particular emphasis on the Main School. He acts as Chairman of the Heads of Years Committee, is responsible for discipline, and is involved in calling upon the services of outside agencies, police, welfare, social services, etc.

He deals with any modifications to the basic pattern of the day at Alexandra Park and handles the substitution for absent colleagues and any room changes. Reports, records and the admission of newcomers form a sizeable part of his brief. He issues merit cards and sees staff and boys over the more serious difficulties.

APPENDIX F

Illustrations are contained in this appendix showing the layout of the school building and the Design Block facilities of School D.

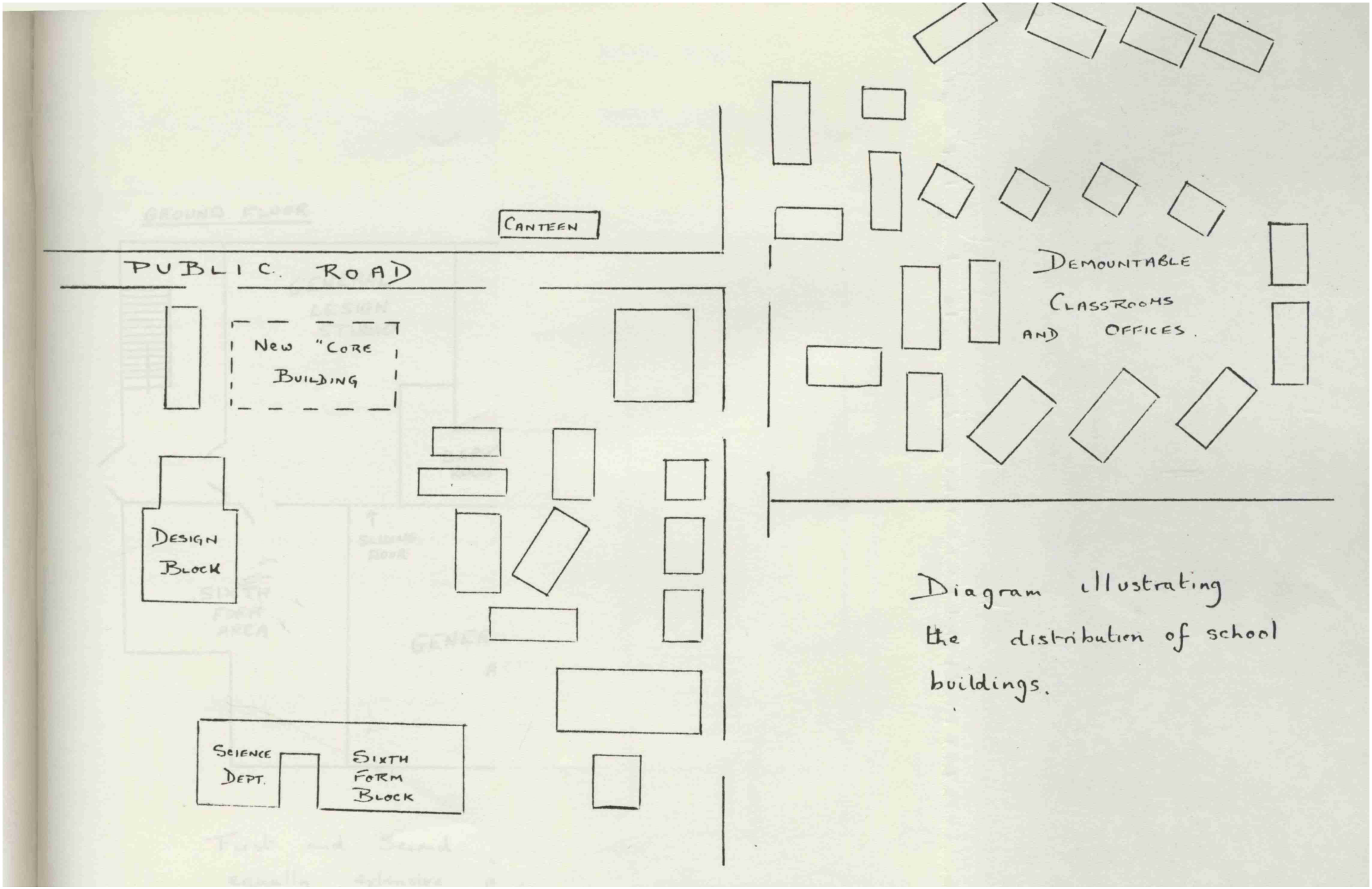
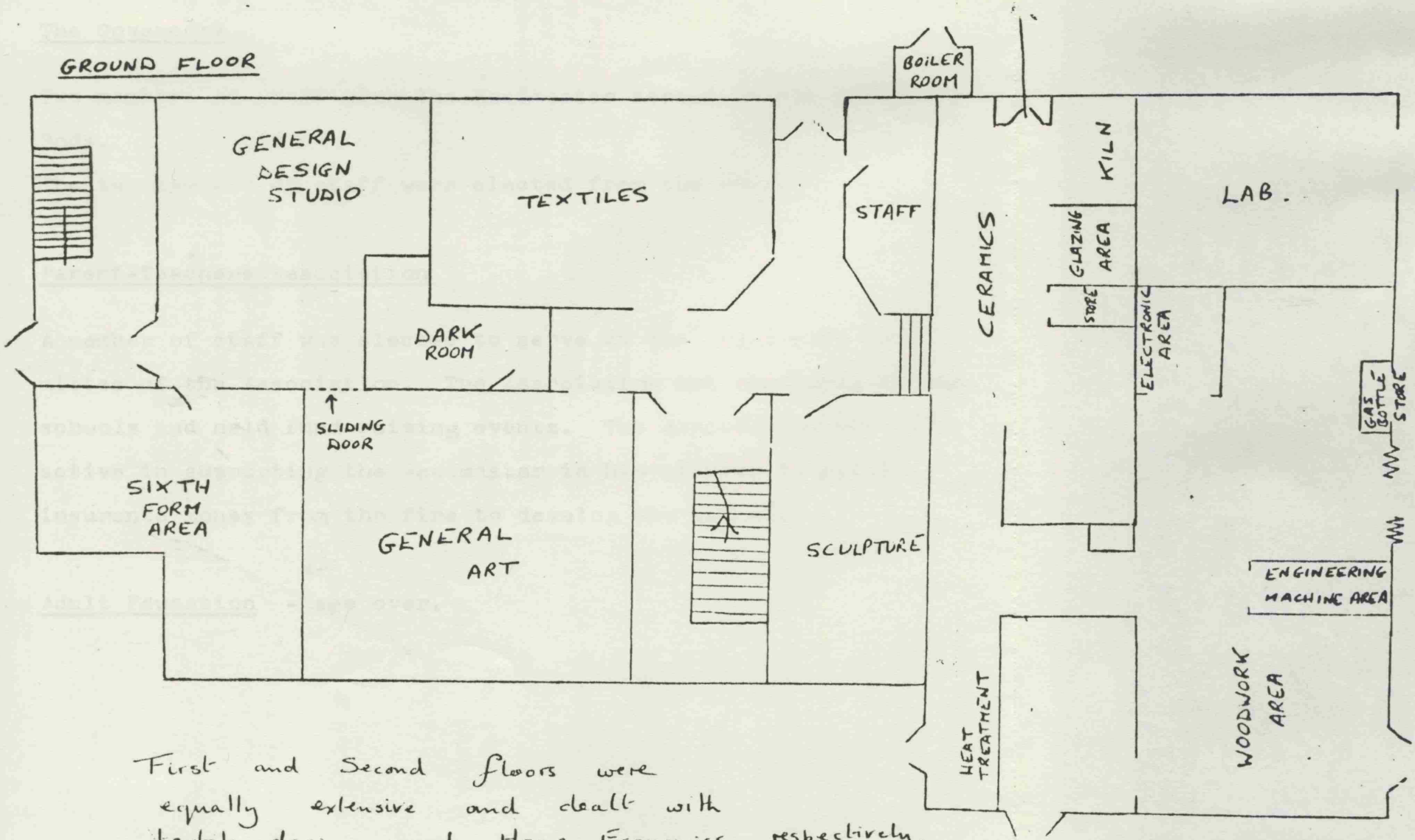


Diagram illustrating the distribution of school buildings.

DESIGN BLOCK.

GROUND FLOOR



First and Second floors were equally extensive and dealt with textile design and Home Economics respectively.

APPENDIX G

The Governors

Two members of staff plus the Headmaster served on the Governing Body.

The two members of staff were elected from the staff members.

Parent-Teachers Association

A member of staff was elected to serve on the organising committee of the Association. The Association met regularly in the schools and held fund raising events. The Association was very active in supporting the Headmaster in his efforts to retain insurance money from the fire to develop the school.

Adult Education - see over.

Adult Education Programme

DESIGN FACULTY

This building, completed in September and officially opened in October 1977, is a custom built facility, catering for the whole range of design based subjects. Courses are to be offered in practically all of these areas, and details are as follows :-

TUESDAY EVENING	- ART/PRINTMAKING/BATIK Tutor:	7-9.00 pm
	- NEEDLECRAFT/CREATIVE Tutor:	7-9.00 pm
	- OWNER DRIVER CAR MAINTENANCE Tutor:	7-9.00 pm
	- POTTERY Tutor:	7-9.00 pm
	- WOODWORK Tutor:	7-9.00 pm
	- METALWORK/ENGINEERING Tutor:	7-9.00 pm
THURSDAY EVENING	- ART/PRINTMAKING/BATIK Tutor:	7-9.00 pm
	- NEEDLECRAFT/DRESSMAKING Tutor:	7-9.00 pm
	- OWNER DRIVER CAR MAINTENANCE Tutor:	7-9.00 pm
	- POTTERY Tutor:	7-9.00 pm
	- HOME BAKING Tutor:	7-9.00 pm
	- WOODWORK/METALWORK Tutor:	7-9.00 pm

GYMNASIUM

This extensively equipped facility was officially opened in October 1977. It contains excellent changing/shower areas, and the Gym itself has potential for a wide range of activities.

We offer initially -

TUESDAY EVENING	- LADIES KEEP FIT Tutor:	7-8.30 pm
THURSDAY EVENING	- VOLLEYBALL Tutor:	7-8.30 pm

CORE BUILDING

This latest addition to the Kingsfield complex was officially opened in December 1978. It contains Central Administration, Reception Area, Library, Resource Base, Music Suite, Drama Workshop and a professionally equipped Theatre.

Classes offered here are -

TUESDAY EVENING	- DRAMA WORKSHOP Tutor: (This is an 8 week course commencing on Tuesday 30th January).	7-9.00 pm
THURSDAY EVENING	- DRAMA WORKSHOP Tutor: (This is an 8 week course commencing on Thursday 1st February).	7-9.00 pm
	- CHORAL GROUP Tutor:	7-9.00 pm

APPENDIX H

The following appendix contains the report by the Working Party considering events outside the timetable.

Report of the Working Party looking into Staffing for all events which are outside the timetable.

Terms of Reference

1. To consider what loading of absence the school can bear
   (i) at any one time
   (ii) throughout the 38 school weeks of the year in order to meet primary commitments and maintain educational standards.

2. To consider what priority should be given to residential courses, day visits, staff in-service, compassionate absence, field studies, games fixtures, activity programmes, Duke of Edinburgh Award Schemes, Examination Board commitments, etc.

3. To consider whether calendar timing may not be the way of reviewing the above most profitably. Also asking whether anointed pupil/student commitments/locations may not be reviewable.

The working party held four meetings before drafting a report, which was then revised.

1. Loading

The formula for some time for the loading of arranged staff absence that can be borne on any one day has been a maximum of 3 (flexibly interpreted). It was felt that a figure of half the average number of staff 'free' at any time would probably provide a truer maximum of 6 in the light of improved supply staff policy.

After the end of the G.C.E. examinations in June the number could be very much greater.

In relation to this, two comments need to be made:

(a) We would like to see more supply staff with close ties to the school who can take classes and teach them.

(b) Single day absences cause little disruption in teaching when work is left.

Both these points affect the maintenance of educational standards, but the number of absences on courses, etc. in the current year did not seem to be proportionately such as to cause any concern - in fact we felt that more could be accommodated. At particular times individual forms can suffer because of coincidence of teachers absent at one time. In this connection planning of forms out [illegible] needs care because of the timetabling policy of House Staff teaching within their House. If they are also Biologists or Geographers difficulties can arise, but we see no complete solution.

2. Priorities

It was considered that Fieldwork (including Foreign Languages) [illegible] and any party requiring residential accommodation that has to be booked a long time in advance should have priority in timing. Apart from November to February incl., and the period from 1st May to the Spring Bank Holiday Week were considered to be unsatisfactory for staffing residential courses - the first because of weather and illness, the second because of C.S.E. invigilation.

2. Priorities (Cont'd.)

Day visits that cannot have long notice - e.g. theatre, visits, films, lectures demonstrations - need special consideration. Other day visits can generally be planned ahead to fit into a programme.

Compassionate absence was felt to be outside these considerations (though a wide interpretation which can be covered by 'private business' in the L.E.A.'s definition was felt to be appropriate).

Staff in-service training, since it also can be covered by supply teachers, should be allowed automatically (as seems to be the case at present), as should Examination Board commitments.

The policy about school matches - 5th year playing on Wednesday afternoon in particular needs clarifying.

D of E Award schemes and 'Ten Tors' takes place mainly out of school time (as is the idea of the scheme). The odd Friday afternoon seemed permissible at the appropriate time of year.

Ski Trips had low priority in the Working Party's opinion as they were not felt to be as important educationally and were ecletic.

3. Points on Calendar Timing have already been made. The 1st half of the Autumn Term for 1st and 2nd Years, the latter part of the Spring Term, and the second half of the Summer Term seemed to be the best times for residential courses - planned and staffed well ahead so as to allow for suitable supply substitutes.

No courses were considered to be sacred cows, though we saw no reason to doubt the value of any of the current programme in our discussions.

Because of the twenty-four hour commitment * [illegible] it was felt that 2 male and 2 female staff was an appropriate ratio. For some educational trips where teachers of groups are involved (particularly in the Sixth Form this applies) a proportion which seems high is sometimes desirable e.g. lectures, set plays.

Safety must be a prime consideration whenever staffing ratios are being considered.

* on the 2nd year residential course

APPENDIX I

The Sixth Form General Studies Discussion Paper.

6TH FORM GENERAL STUDIES - A discussion paper

Aims of General Studies

To provide all students with a general education which will balance their specialised 'A' level subjects and give them a broader outlook on life.

The Current Situation

(a) Staff are allocated to General Studies teaching and offer options of their own choice

(b) Students, through their tutors, choose options

(c) * Certain topics, e.g. politics, EPR have been introduced as short courses to be followed by everyone

(d) because of the varying popularity of options some are heavily over-subscribed to and students may have to accept their second, third or even lower preference.

* This means that the overall programme is the result of individual choices and not of any generally agreed range of topics

Thus the choices for 6.1 this year have been:

True or False (Beliefs)
Gender Trap (Women's Rights)
How the Other Half Lives (underdeveloped countries)
Understand our Society
Youth Culture
Education
Roman Civilisation
+ EPR and Politics Courses for all

and for 6.2

Learning for Living (moral issues)
Motor Mechanics
African Exploration (African politics and development problems)
History through Games (simulation games)
Reading for pleasure
Writing for lunatics and layabouts
Current Affairs
Forensic Science
Film
Mass Media
+ Politics and Money Management for everyone

(e) Thus with the current system there is no guarantee that, over the two years, a student will have covered a wide range of subjects.

Suggestions for an Alternative System

1. Eight (or possibly six) staff should be allocated to each year's general studies programme.

2. They would offer options which would be grouped, either with four or three in each group, depending on staffing.

Group A	Group B
Option 1	Option 1
Option 2	Option 2
Option 3	Option 3
(Option 4)	(Option 4)

3. The total number of students in each year would then be divided in two, each half to follow the options in either Group A or Group B.

Each half of the year would be divided into four (or three) classes who would all follow each option in their group over the whole year.

4. This would mean that all students would follow eight (or six) options over the period of two years and would all take an equally wide range of options.

5. Some principle would have to be established for deciding which options to include in each Group. A suggestion is that the JMB 'A' level syllabus might be used as a basis, so that over two years all students would study at least one topic in each of the following areas.

   (a) The social sciences e.g. politics, economics, history, geography, current affairs.

   (b) The arts e.g. literature, the theatre, the visual arts, architecture, music, films, television, crafts

   (c) The natural sciences and mathematics, including the history of science, scientific methods, the wider implications of science (e.g. environmental, social and economic) and developments in technology.

   (d) A foreign language

   (e) Spatial or mechinical relations

   (f) Religion, ethics and philosophy.

   The year groupings might then look like this:

   6.1

Group A	Group B
1. A Social Science	4. A Foreign language
2. An arts subject	5. Spatial/Mechanical relations
3. A Science subject	6. A philosophy subject
(+ an extra from any group)	(+ an extra from any group)

   6.2

Group A	Group B
1. A Foreign language	1. A Social Science
2. Spatial/mechanical relations	2. An arts subject
3. A philosophy subject	3. A Science subject
(+ an extra from any group)	(+ an extra from any group)

6. An additional advantage of adopting the above pattern would be that some students might then take the 'A' level examination at the end of the course. This could be of particul value to students who would otherwise be following a two 'A' level programme.

APPENDIX J

Constructs derived from grid

Willing to listen to advice and act on it	Goes own way
Enthusiastic over job	Lacks interest
Sympathy with less able	Affinity with intelligent students
Able to present an argument	Limited command of language
Seldom loses temper	Prone to outbursts
Interest in games	Non-sporting
Keeps emotions under control	Reacts unfavourably under pressure
Keeps cool	Loses composure
More interested in administration	More interested in teaching
Approachable	Not approachable
Set in ideas and ways	Adaptable
Outward looking	Egotistical
Austere	Approachable
Enduring and stable	Independant
Fair	Unpredictable
Aloof, intolerant	Sincere, tolerant
Realistic	Selfish, self interest
Established	Discontented
Strong minded	Conservative
Concern with detail	Broad view

Finds working system restrictive	Finds working system alright for own purpose
Not approachable	Approachable
Narrow minded	Looks for alternatives
Takes general view	Departmental in attitude
Controls "system"	Part of "system"
Expresses views	Sits on fence
Dogmatic	Open to change
Plans for future	Looks back for tradition
Expresses views	Rarely expresses views
Mature	Childish
Arrogant	Open to ideas
Make decisions	Non commital
Decisive	Indecisive
Traditional schoolmaster	Wider interest
Sees future in terms of that feasible now	Idealistic in view then discusses practicality
Concern for students as whole person	Narrow subject interest
Idealism	Practicality
Open	Devious, secretive
Structure first, people second	People first, structure second
Co-operates with colleagues	Operates in isolation
Status quo	Anti establishment
Professionally responsible	Individual approach
Wise and confident	Nervous "apprentice"

Objective in professional approach	Subjective
Living in present; reason	Living in future; emotion
Even tempered	Unpredictable
Patient, attempts to understand	Impatient, emotional
Single, loner	Married, family
Academic	Physical
Conservative	Contraversial
Open minded	Fixed ideas
Moderate views	Extreme views
well reasoned opinions	Dogmatic
Open minded	Traditional
Quiet, speculative	Leader
Intense debater	Quiet intellectual
Rigid	Approachable adaptable
Comprehensive outlook	Grammar School approach
Not aggressive	Forceful
Impetuous	Thoughtful
Realistic	Altruistic
Restraining	Argumentative
Devious	Straight forward
Realistic	Demanding
Selfish	Considerate
Ambitious	Realistic

Works with others	Autocratic
Administrator	Teacher
Open minded	Autocratic
Overall view of school	Narrow view of parts of school
Administrator	Pastoral care interests
Philosophical	Emotional
Ambitious	Contented
Energetic	Lethargic
Firm disciplinarian	Easy going
Decisive	Diffident
Family person	Loner
Authoritarian	Less concerned with authority
Willing to compromise	Dominant
Reasonable	Dogmatic
Self questioning	Self contained
Politics of possible	Politics of conflict
Flexible	Inflexible
Pragmatic	Rigid
Helpful	Disinterested
Patient	Impatient
Intellectual	Social
Wide professional outlook	Narrow view
Classroom orientated (practical)	Educational theorist
Rational	Emotional

Constructs as grouped by the independent raters

Professional (Role)

Established	Discontented
Will accept advice	Independent
Enthusiastic	Lack of interest
Sympathy with less able	Grammar school bias
Administration	Teaching
Concern with detail	Broad view
Keeps narrow view	Looks for alternative
Find system restrictive	At home with system
General view	Narrow departmental stand
Departmental view	Timetable concern
Decisive	Indecisive
Traditional schoolmaster	Wide interests
Concern for pupils as whole personalities	Narrow subject interest
Administrator	Pastoral interests
Concern with pupils	Concern with administration
Pragmatic	Rigid
Sympathy with comprehensive ideas	Grammar school viewpoint

Psychological

Set ideas and ways	Adaptable
Outward looking	Egotistical
Realistic	Self-interested
Strong-minded	Conservative
Dogmatic	Open to change
Mature views	Childish attitude

Psychological continued

Confident	Lack of confidence
Energetic	Lethargic
Philosophical	Emotional
Self questioning	Self contained
Open minded	Fixed ideas
Impetuous	Thoughtful
Devious	Straight forward

Interaction

Approachable	Not approachable
Austere	Approachable
Stable	Independent
Fair	Unpredictable
Aloof, intolerant	Sincere, tolerant
Abililty to communicate	Moderate command of "spoken word"
Calm	Prone to outbursts
Expresses views	Non-commital
Arrogant	Open to ideas
Co-operative	Isolationist
Open	Devious
Willing to compromise	Dominant
"Politics of the possible"	"Politics of conflict"
Intellectual	Social
Quiet, speculative	Discussion leader
Not aggresive	Forceful

Interests

Games	Academic
Concern with families	Lives alone
Unmarried	Family

APPENDIX K

RESULTS OF GRID ANALYSIS

The following results show, in tabular form, the results of the analysis carried out on the grid detailed in Chapter 6. Where the term 'isolate' is used it is to signify the one of the triad contrasting with the remaining pair of the triad. The letters P, R, I and O signify 'psychological', 'role', 'interactive' and 'other' constructs as perceived by the panel of three independent teachers. Individual teachers are shown by initials and in some cases code numbers. The initials are not their true initials and have been used for identity purposes only.

Perception of self 'isolation'

a) Only perceived by self. A respondent who sees him/herself as being in contrast to pairs within the triad. None of these respondents were considered as taking a leading part in the decision making process. The results therefore show a self appreciation in relation to the 'nominated active participants!

Individual	Type of construct	Polar construct description
Head of Resources Br J	P	Reckless
	P	Idealistic - planning with numbers in groups not important
	R	concern for lower ability pupils
	R	concern for individuals and small groups not overall planning
Head of Home Economics M C	P	Impetuous
	P	Demanding
	P	Not devious in dealing with people
	R	Complacent to curriculum development
Head of Outdoor Activities H S	P	Adaptable
	P	Approachable
	P	Independent
Head of Commerce SC	P	Not keen to be vocal at meetings
	R	Classroom teacher
Senior House Master BB	R	Teaching rather than administrative interests

Individual	Type of construct	Polar construct description
Assistant Head of Houses SW	R	Pastoral care interests
Head of Craft PK	P	Approachable
Head of Design WR	R	A part of the system rather than a controller
Senior House Mistress ME	P	Open minded

b) Appraisal of self in comparison with others.
Individual respondent has been seen by others as an influential person and perceptions of others appear on later sheets.

Individual	Type of construct	Polar construct description
Head of Science WH	P	Open to change
	R	Typical science teacher i.e.non political
Director of VI Form HR	P	Indecisive
Head of Humanities DJ	R	Desire for detailed information for planning
Acting Head of PE LH	R	Thinking of subject matter not timetable difficulties
Head of Remedial PJ	R	Concern for pupils
Head of English WEC	R	Place pupils first. Administration second

Perception of others as "isolates"

"Isolated" individual	Respon-dent	Remain-ing pair of triad	Type of con-struct	Polar con-struct used to denote individual
Headmaster	BB	DJ/HG	P	Reacts un-favourably under pressure
	HS		P	Selfish self interest
	WH		P	Arrogant
	LH		P	Disinter-ested in helping others
	MC		P	Altruistic
	BrJ		R	Unrealistic in viewpoint
	HBJ		R	Experienced in compre-hensive schools
	HF		I	Able to force through ideas
	BJ		I	Dominant
	HC		I	Very intel-ligent and thoughtful. Lacks ful of meetings Can be too forceful

"Isolated" individual	Respondent	Remaining pair of triad	Type of construct	Polar construct used to denote individual
Headmaster	SC	DJ/WH	P	Autocratic administrator
	HBJ		P	Always prepared for situations
	BB	WH/HG		Sets up framework for discussion then goes his own way
	HS	DJ/BJ	P	Unpredictable
	WH		P	Childish attitude
	ME	DJ/LH	P	Fixed opinions
	WR		R	Total view of school approach
	LW	LH/HG	P	Unpredictable
	PJ	DJ/PP	R	Concern with overall planning
	BJ	WEC/HG	P	Dogmatic
	BJ	WEC/DJ	P	Dogmatic
	LW	HG/TP	P	Emotional. Living in imagined future
	LW	LH/TP	P	Impatient. Emotional
	DJ	HR/WH	R	Aware of general implications of actions

"Isolated" individual	Respon-dent	Remain-ing pair of triad	Type of con-struct	Polar con-struct used to denote individual
Second Deputy Head (male)	WJ	Head/ DJ	R	Concern with func-tioning of school
	HBJ	DJ/WH	P	Always prepared
	MC		P	Realistic
	SC		R	Adminst-rator
	HS	Head/ BJ	P	Sincere and tolerant
	BrJ			Concern for purposeful outcome
	WH			Rarely expresses views
	HC	DJ/BJ	R	Approach-able, affable-as long as request fit overall scheme
	WH		I	Sits on fence
	WR	DJ/LH	R	Timetable concern
	SW	Head/ HnS	R	Easy going
	LH	Head/ LJ	R	Timetable concern
	LW	TP/LH		Broad family outlook
	DJ	Head/ HR	R	Timetable concern

"Isolated" individual	Respon-dent	Remain-ing pair of triad	Type of con-struct	Polar con-struct used to denote individual
Second Deputy Head (male)	DJ	WH/HR	R	Timetable concern
Head of Humanities DJ	PK	Head/	P	Looks for alternatives
	WR	Second	R	Part of system
	WEC	Deputy	R	Anti-establishment
	SC		R	Human approach
	PJ		R	Concern for pupils
	ME	Head/	P	Moderate views
	MC	WH	P	Realistic
	BrJ	Head/ BJ	I	Determined to get answers
	HC		I	Quiet intellectual. Intolerant of less able teachers. Generally quiet
	HS	HG/BJ	R	Discontented
	BrJ		I	Not concerned about being understood
	WJ	Head/ LJ	R	Thinking of pupils

"Isolated" individual	Respon-dent	Remain-ing pair of triad	Type of con-struct	Polar con-struct used to denote individual
Head of Science WH	WJ	Head/ DJ	P	More rigid
	BB		I	Moderate command of spoken word
	HBJ	Head/ Second	P	Warmth of personality
	WJ	Deputy	P	Inflexible, less intelligent
	SC		R	Teacher
	DJ		R	Science orientated
	MC		I	Arguemen-tative
	BB	DJ/HG	P	Prone to occassional outburst
	WJ		P	More rigid
	ME	DJ/LH	P	Contra-versial
Head of Careers BJ	HC	Head/ Second Deputy	R	Clings to grammar school notions
Acting Head of PE LH	WR	Head/ Second	R	Part of system
	SW	Deputy	O	Lives alone with a cat
	ME	Head/ WH	P	Moderate views
	SW	Head/ HmS	P	Diffident
	SW	HG/HmS	R	Less con-cern with authority

"Isolated" individual	Respon-dent	Remain-ing pair of triad	Type of con-struct	Polar con-struct used to denote individual
Head of Remedial Studies PJ	HR	Head/ Second Deputy	P	Indecisive
	HR	Head/ DJ	P	Indecisive
	HR	HG/DJ	P	Indecisive
Head of Physics PP	WEC	Head/ Second Deputy	R	Individual approach at times neg-lecting/ ignoring pa-rts of job
	PJ		R	Departmen-tal concern
	WEC	Head/ DJ	R	Individual approach etc (as above)
	WEC	HG/DJ	R	(as above)
	PJ		R	Departmen-tal concern
Head of Music LJ	LH	HG/DJ	R	Vague

Analysis of pairings

This analysis was split into three parts

1. where the respondent was part of the pair,
2. where the pair excluded the respondent and yet the respondent was in the triad,
3. where the pairing was observed in a triad which did not involve the respondent.

1. respondent perceives him/herself as part of a pair.

Respondent	Pairing Respondent first	Type of construct	Constructs
P10/F4	BB/HG	P	Keeps cool
BB	BB/DJ	O	Common interest in games
	BB/WH	R	Have understanding of less able
D11/P	HS/JD twice	P	Outward looking. Strong minded
HS	HS/GH	I	Approachable
D6/F1	PK/DJ	R	Finds school restrictive
PK	PK/LH	R	Concerned over details of matters
F1	WR/DJ (twice)	R	Interested in Faculty concerns
WR	WR/LH	R	More concerned with Department
D2/F6	WH/Head master	I	Gives judgements
WH	WH/BJ	I	Express views
	WH/DJ	P	Able to make decisions
	(twice)	I	Planning for future
P1/F6/ D4	HR/Head master	P	Ability to make decisions and complete action

Respon-dent	Pairing Respon-dent first	Type of construct	Constructs
HR	HR/Head master	R	Traditional school values
	HR/HG (twice)	R	Traditional school masters
		R	Working pattern simi-lar
F2	WEC/Hea-dmaster	R	Concern for pupils as whole personalities
WEC	WEC/JD (three times)	P	Desire for open discussion
		R	Idealistic in his actions
		R	Professionally responsible
	WEC/HG	I	Attempts to co-operate with colleagues
D5/F7	SC/DJ	P	Fair and open minded
SC	SC/WH (twice)	R	Departmental sympathies
		R	Teacher - not an administrator
D14/P6	HBJ/HG (twice)	P	Educational tradition
HBJ	HBJ/JD (three times)	R	Similarity of academic interest
		R	Similarity of subject interest
	HBJ/WH	R	Academic priorities
P4	SW/HG	P	Philosophical
SW	SW/LH (twice)	R	Concern with girls welfare
		R	Concern with middle school
	SW/HSn	P	Energetic
D15/F9	PJ/DJ (three times)	R	Concern for the less able
PJ		R	Concern with pupils
		R	Concern with pupils
	PJ/PP	R	Concern for pupils and departmental interests
D3/P	BJ/HG	I	Willing to compromise
BJ	BJ/DJ	P	Reasonable
	BJ/WEC	I	Willing to compromise

Respon-dent	Pairing Respon-dent first	Type of construct	Constructs
P5	WJ/Head master	P	Self questioning
WJ	(twice)	I	Sees wide implications of actions and flexible
	WJ/HG	I	Politics of possible
	(three	I	Politics of possible
	times)	R	Involved with the 6th form
	WJ/DJ	R	Concerned with the best interests of children
D12/P2	LH/HG (twice)	I	Inability to perceive moves by Headmaster
LH		R	Concern with timetable
	LH/DJ	P	Patient
	(twice)	I	Try to reconcile practicalities
P2	LW/Head master		Intellectual interests
LW	LW/HG	P	Rational
	(three	R	Common professional experience
	times)	R	Objectivity in profes-sional approach
	LW/TP	R	Great classroom experience
	(twice)	R	Academically orientated
P11/F1	ME/DJ	P	Open minded
ME	ME/LH	P	Conservative views
	(twice)	P	Moderate views
P12/F8	HC/Head	R	Concern for individual and quick to act
HC	HC/DJ	I	Quiet not natural leader
	HC/BJ	R	Pupil orientated
	(three	R	Pupil orientated
	times)	R	Concern for a wide curriculum
F3/D8	DJ/Head	R	Very involved with creating option changes
DJ	DJ/WH	R	Practical teaching con-cern

Respon-dent	Pairing Respon-dent first	Type of construct	Constructs
DJ	DJ/WH	R	Subject orientated
		R	Subject orientated
	DJ/RH	R	Concern with the via-bility of groups
D9/F1	MC/WH	P	Impetuous
MC	(twice)	P	Selfish

2 Pairing not including respondent, yet respondent in triad

Respon-dent	Pairing	Type of construct	Construct
DJ	HG/Head master	R	Tries to keep discussion general
PJ		P	Concern with timetables
WR		R	Interest in whole system
BrJ		R	Idealistic and optimistic
WEC		R	School first, individuals second
SC		R	Administrators
PK		I	Not approachable
MC		P	Careful
BJ	DJ/HG	I	Willing to compromise
BB		R	More interested in administration
BrJ		R	Interested in numbers in classes
SC		P	Wise and confident
BrJ	DJ/Head master	R	Concern for lower ability
MC		R	Interested in curriculum development
ME	WH/Head master	P	Fixed ideas
MC		P	Devious
BB	WH/HG	R	More interested in administration
SC	WH/JD	P	Confident
BB		R	Enthusiasm for education
HS	BJ/Head master	P	Austere
WH		P	Dogmatic
Br		R	Talks in total school terms
HS	BJ/HG	P	Enduring/Stable
HS	BJ/DJ	P	Set in ideas
BrJ		P	Cautious in approach

Respon-dent	Pairing	Type of construct	Construct
HF	PJ/HG	P	Ability to make deci-sions
SW	HS/Head master	P	Ambitious
SW	HS/HG	R	Administrator
LH	LJ/Head master	R	Thinking of overall timetable

3 Where the triad did not contain the respondent and a pairing was observed.

Respon-dent	Pairing	'Iso-late'	Type of construct	Construct
PK	Head/	DJ	P	Narrow minded
WR	HG(se-cond		R	In charge of system
WEC	Deputy)		R	Sticks to status quo
SC			R	Administrators
PJ			R	Concern for timetable
HBJ		WH	P	Aware of indi-viduals needs
WJ			P	Fairly flexible
SC			R	Administrators
DJ			R	Concern with general matters
MC			I	Restrained
HC		BJ	R	Good knowlede of comprehensive system
WR		LH	R	In charge of system
SW			O	Family people
HR		PJ	P	Able to make decisions
WEC		PP	R	Professionally responsible
PJ			R	Concern for overall picture and timetable
WJ	Head/ DJ	HG	R	Concern with future of school
DJ		HR	R	Involved with changes
BB		WH	I	Able to present rational case
WJ			P	Flexible not authoritarian
HR		PJ	P	Able to make decisions
WEC		PP	R	Professionally responsible

Respon-dent	Pairing	'Iso-late'	Type of construct	Construct
BB	HG/DJ	HAW	P	Keep emotions under control
HS			P	Realistic
WH			P	Open to ideas
LH			P	Help each other
MC			P	Realistic
BJ		WAH	R	Realistic on practicalities of teaching
HBJ			R	Aware of requirements
HR			I	Prepared to listen and consult
BJ			I	Willing to compromise
HC			I	Intelligent, thoughtful, non-aggresive
BB		WH	P	Seldom loss of temper
WJ			P	Pragmatic
HR		PJ	P	Able to make decisions
WFC		PP	R	Professionally responsible
PJ			R	Course and time-table concern
BJ		WEC	P	Reasonable
LH		LJ	R	Practical
ME	Head/	DJ	P	Controversial
MC	WH		P	Ambitious
ME		LH	P	Dominant
BB	HG/WH	HAW	I	Willing to listen to advice
SC	WH/DJ	WAH	P	Confident
HBJ			P	Aware of peoples needs
HBJ		HG	P	Aware of peoples needs
MC			P	Ambitious
SC			R	Teachers (not administrators)
BJ	Head/ BJ	DJ	I	Willing to air matters and move on
HC			I	Both intense and able debators

Respon-dent	Pairing	'Iso-late'	Type of construct	Construct
HS	Head/	HG	P	Aloof intolerant
BrJ	BJ		R	Concern for making optimal educational choice
WH			I	Express views with feeling
HS	BJ/HG	DJ	R	Established teacher
BrJ			I	Concern to explain and be understood
HS	BJ/DJ	HAW	P	Fair
WH			P	Mature views
HC		HG	R	Both concerned with detail from pupils view.
WH			I	Express their views
LW	LH/HG	HAW	P	Even tempered
wR	LH/DJ	HG	R	Departmental interest over-ride
ME		WH	P	Adopt clear reasoning
ME		WAH	P	Adopt clear reasoning
WR			R	Departmental interest over-ride
PJ	PP/DJ	WAH	R	Concern for departments
SW	HS/ Head	HG	R	Firm disciplin-arians
SW		LH	R	Decisive
SW	HS/HG	LH		Authoritarian
PJ	WEC/HG	HAW	P	Reasonable
PJ	WEC/DJ	HAW	P	Reasonable
LH	Head/ LJ	HG	R	Idealistic edu-cational ideas

Respon-dent	Pairing	'Iso-late'	Type of construct	Construct
LW	PT/HG	HAW	P	Reasonable - living in present
LW	PT/LH	HAW	P	Patient- attempt to understand
LW		HG	O	Unmarried lovers of creature comforts
DJ	Head/ HR	HG	R	Concern for more general aspects
DJ	WH/HR	HAW	R	Concern with science groups
		HG	R	Science centred